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ABSTRACT

Volume IV of the evaluation report consists of case studies from 10 migrant education projects in 8 of the sample States. These projects were visited in July through September 1973. The case studies give noteworthy or innovative aspects of the projects, detailed descriptions, and the functions. The projects are: (1) Harnett County Summer Migrant Education Project; (2) Pitt County Migrant Education Project; (3) New Jersey Office of Migrant Education Recruiting Program; (4) New Jersey Office of Migrant Education Health Services for Migrant Children; (5) the Archway School; (6) Mobile Educational Unit Program; (7) Pilot V Program; (8) Migrant Summer School - Williamson Central School; (9) Dixon Camp Migrant Infant Care Program; and (10) Vocational Child Development Program - Hamilton Union High School. The observers found that most noteworthy projects, no matter where they were located, what kind of a program they offered, or how much money they had, were characterized by the strong central leadership of the project directors and by the personal dedication of the staff. The appendices include: (1) supplementary data and calculations for the recommended estimation method discussed in Volume I; and (2) the Texas testing results mentioned in Volume II. (NQ)

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EVALUATION OF THE IMPACT OF ESEA TITLE I PROGRAMS FOR MIGRANT CHILDREN OF MIGRANT AGRICULTURAL WORKERS

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VOLUME IV

APPENDICES

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EVALUATION OF THE IMPACT OF ESEA TITLE I PROGRAMS FOR MIGRANT CHILDREN OF MIGRANT AGRICULTURAL WORKERS

FINAL REPORT

Prepared for

Office of Planning, Budgeting and Evaluation
Office of Education
Washington, D.C. 20202

Under

Contract No. OEC-0-73-0884

January 25, 1974

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

by

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GENERAL OUTLINE

VOLUMES I, II, III AND IV

VOLUME I — EXECUTIVE SUMMARY, SUMMARY OF FINDINGS, AND RECOMMENDATIONS

VOLUME II — IMPACT ANALYSIS

- CHAPTER I - Purpose and Methodology
- CHAPTER II - Impact of the Migrant Education Program on Migrant Students
- CHAPTER III - Services Provided to Migrant Students by the Migrant Education Program
- CHAPTER IV - Paraprofessional Program Aides
- CHAPTER V - Home-School Relationships
- CHAPTER VI - Advisory Councils
- CHAPTER VII - Staff Attitudes
- CHAPTER VIII - Parental Attitudes

VOLUME III — STATE ASSESSMENT

- CHAPTER IX - Role Definitions for Management Functions
- CHAPTER X - Sample State Management Practices
- CHAPTER XI - Noteworthy State Management Practices
- CHAPTER XII - Coordination and Community Involvement
- CHAPTER XIII - Staff Development
- CHAPTER XIV - Migrant Student Record Transfer System (MSRTS) Assessment
- CHAPTER XV - Program Issues

VOLUME IV — APPENDICES

- APPENDIX A - Noteworthy Projects
- APPENDIX B - Supplementary Data and Calculations for the Recommended Estimation Method, Volume I
- APPENDIX C - Supplementary Information for Chapter II, Volume II

TABLE OF CONTENTS

APPENDIX A - CASE STUDIES EMPHASIZING NOTEWORTHY MIGRANT EDUCATION PROJECTS

INTRODUCTION TO APPENDIX A A-1
PROJECTS VISITED A-3
PROJECTS VISITED A-3

HARNETT COUNTY SUMMER MIGRANT EDUCATION PROJECT A-6

Noteworthy Aspects A-7
Introduction A-8
Program Description A-10
Project Staff - Selection and Training A-16
Project Staff - Professionals A-18
Project Staff - Non-Professionals A-20

PITT COUNTY MIGRANT EDUCATION PROJECT A-23

Noteworthy Aspects A-24
Introduction A-24
The Local Situation A-26
Project Response to the Local Situation A-30
Project Response to the Lack of Survival Skills A-36
Needs Assessment, Project Staff, Advisory Input A-40

NEW JERSEY OFFICE OF MIGRANT EDUCATION A-44

Noteworthy Aspects A-45
Need for Recruiters A-46
History and Organization A-48
Description of Duties A-50
Staff Selection and Training A-58
Recruiting Materials A-61

NEW JERSEY OFFICE OF MIGRANT EDUCATION HEALTH SERVICES FOR MIGRANT CHILDREN A-62

Noteworthy Aspects A-63
Introduction A-64
Program Description A-66
Follow-Up Activities A-74

NEW JERSEY OFFICE OF MIGRANT EDUCATION, THE ARCHWAY SCHOOL A-76

Noteworthy Aspects A-77
Description of Facilities A-77
School Staff A-79
Program Description A-82

NEW JERSEY OFFICE OF MIGRANT EDUCATION, MOBILE EDUCATIONAL UNIT PROGRAM A-85

Noteworthy Aspects A-86
Introduction A-87
Description of Mobile Units A-90
Observations A-97

NEW JERSEY OFFICE OF MIGRANT EDUCATION, PILOT V PROGRAM A-98

Noteworthy Aspects A-99
Introduction A-100
Program Description A-102
Future Capabilities A-106

TITLE I -- MIGRANT SUMMER SCHOOL, WILLIAMSON CENTRAL SCHOOL A-107

Noteworthy Aspects A-108
Introduction A-109
Project Description A-110

DIXON CAMP MIGRANT INFANT CARE PROGRAM A-114

Noteworthy Aspects A-115
Introduction A-115
The Infant Care Center A-120
Observations and Recommendations A-130

VOCATIONAL CHILD DEVELOPMENT PROGRAM, HAMILTON UNION HIGH SCHOOL A-132

Noteworthy Aspects A-133
Introduction A-133
Program Description A-136
Results A-140

APPENDIX B - SUPPLEMENTARY DATA AND CALCULATIONS FOR THE RECOMMENDED ESTIMATION METHOD, VOLUME I

APPENDIX C - SUPPLEMENTARY INFORMATION FOR CHAPTER II, VOLUME II

TEXAS TESTING RESULTS C-1

LIST OF TABLES

B-1	CALCULATION OF STUDENT-DAYS (CALIFORNIA)	B-2
B-2	CALCULATION OF STUDENT-DAYS (COLORADO)	B-3
B-3	CALCULATION OF STUDENT-DAYS (FLORIDA)	B-4
B-4	CALCULATION OF STUDENT-DAYS (MICHIGAN)	B-5
B-5	CALCULATION OF STUDENT-DAYS (NEW JERSEY)	B-6
B-6	CALCULATION OF STUDENT-DAYS (NEW YORK)	B-7
B-7	CALCULATION OF STUDENT-DAYS (NORTH CARILINA)	B-8
B-8	CALCULATION OF STUDENT-DAYS (OHIO)	B-9
B-9	CALCULATION OF STUDENT-DAYS (TEXAS)	B-10
B-10	CALCULATION OF STUDENT-DAYS (WASHINGTON)	B-11
B-11	STUDENT-DAYS, BY VARIOUS CHARACTERISTICS	B-12
B-12	STUDENT-DAYS, BY VARIOUS CHARACTERISTICS (Summary Table)	B-13
C-1	AVERAGE NUMBER OF MIGRANT STUDENTS RETURNING FOR CONSECUTIVE SESSIONS IN DISTRICT SCHOOLS	C-6

LIST OF FIGURES

A-1	ORGANIZATION OF THE NEW JERSEY RECRUITING PROGRAM	A-51
A-2	NEW JERSEY RECRUITING PROGRAM	A-55
A-3	RECRUITING PROGRAM FORM USED FOR SURVEYING SCHOOL DISTRICTS TO SEE IF MIGRANT STUDENTS ARE PRESENT	A-57
A-4	FLOOR PLAN OF DIXON CAMP INFANT CARE CENTER PLAY AREA	A-126
C-1	READING TEST SCORES REGULAR PROGRAM (TEXAS)	C-2
C-2	READING TEST SCORES 7 MONTH PROGRAM (TEXAS)	C-3
C-3	ARITHMETIC TEST SCORES REGULAR PROGRAM (TEXAS)	C-4
C-4	ARITHMETIC TEST SCORES 7 MONTH PROGRAM (TEXAS)	C-5

APPENDIX A
CASE STUDIES INVOLVING NOTEWORTHY
MIGRANT EDUCATION PROJECTS

INTRODUCTION TO APPENDIX A

The following case studies were developed from visits to migrant education projects, which had been designated as noteworthy, in eight of the sample states. Projects in Florida and Texas were not visited, for case study purposes, because few projects in these states were functioning during the months in which the case study visits were performed.

In some cases, the time constraints of the study, which were the result of the seasonal movements of the migrants, imposed difficulties in assessing the nature of projects which were visited.

A great deal of research, on the part of the contractor, yielded relatively little information about the activities of projects in the field. Although some states described highlights of their various projects, very few provided descriptions of total projects. It was impossible, using the information available, to establish criteria for selecting the projects to be visited.

In some cases, projects were selected which appeared, from the available literature, to be noteworthy. In most cases, however, the contractor

solicited information from the state directors, through the Migrant Program Branch of USOE, about projects which were considered to be noteworthy by each state director. Although some state directors responded with specific project designations, and provided brief descriptions of the projects, other state directors responded with lists of project names, but no descriptions. Others stated that they considered all of their projects to be noteworthy.

As a result of the lack of information and, in some cases, cooperation, the contractor was unable to adequately screen many of the projects which were visited for case study purposes. Several of the projects which were subsequently visited were considered by the observers to be noteworthy. Other projects were found to contain fewer innovative or noteworthy aspects than had been expected.

As a part of the development of case studies of noteworthy migrant education projects, the contractor had hoped to provide insight into the reasons that some projects function at a higher level than others. The observers were on the alert for commonalities among noteworthy projects, which might indicate patterns of development or activities which could be transferred to other projects.

The result of this search indicated that, although ideas about possible courses of action are transferable, the human element is not. In most cases, the level at which a project functioned, or if it functioned

at all, was determined by the quality of its staff. The observers found that most noteworthy projects, no matter where they were located, what kind of a program they offered, or how much money they had, were characterized by the strong central leadership of the project directors and by the personal dedication of the staff.

The contractor has attempted to describe, in detail, the functioning of some projects, where such details were available, to aid in understanding the project. For other projects, only the noteworthy or innovative aspects of the project have been presented.

PROJECTS VISITED

The following migrant education projects were visited for noteworthy, case study purposes during the months of July through September, 1973:

1. Harnett County Summer Migrant Education Project
   Buies Creek School
   Buies Creek, North Carolina

2. Pitt County Migrant Education Project
   Chicod School
   Greenville, North Carolina

3. New Jersey Office of Migrant Education
   Recruiting Program
   Trenton, New Jersey

4. New Jersey Office of Migrant Education
   Health Services for Migrant Children
   Trenton, New Jersey

5. New Jersey Office of Migrant Children
   The Archway School
   Atco, New Jersey

6. New Jersey Office of Migrant Education
   Mobile Educational Unit Program
   Trenton, New Jersey

7. New Jersey Office of Migrant Education
   Pilot V Program
   Trenton, New Jersey

8. Migrant Summer School Program
   Williamson Central School
   Williamson, New York

9. Summer Migrant Program
   Sodus Central School
   Sodus, New York

10. Chautauqua Migrant Program
    Sacred Heart School
    Dunkirk, New York

11. Summer School for the Children of Migratory Workers
    Lyndonville Central School
    Lyndonville, New York

12. Summer Migrant Program
    Pine Island Central School
    Pine Island, New York

13. Summer Migrant Program
    Reese Public Schools
    Reese, Michigan

14. Summer Migrant Program
    Colona Community Schools
    Colona, Michigan

15. Summer Migrant Program
    Willard City Schools
    Willard, Ohio

16. Migrant Earn and Learn Program
    East Memorial Elementary School
    Greeley, Colorado

17. Dixon Camp Migrant Infant Care Program
    Dixon Camp
    Dixon, California

18. Vocational Child Development Program
    Hamilton Union High School
    Hamilton City, California

19. Summer Migrant Program
    Mesa Elementary School
    Mesa, Washington

20. Summer Migrant Program
    Mountain View School
    Quincy, Washington

HARNETT COUNTY SUMMER MIGRANT EDUCATION PROJECT
BUIES CREEK SCHOOL
BUIES CREEK, NORTH CAROLINA

Project Director	:	Hilda S. Willoughby
Student Enrollment:		109 (Summer Program)
PL 89-750 Funds	:	$63,123.00*
Teachers	:	7
Aides	:	5
Other Staff	:	8 (4 are part-time)

*Funds reflect full year program.

NOTEWORTHY ASPECTS

The migrant education project in Harnett County is an excellent example of a program with traditional goals, administered by a strong director. The following aspects of the project are considered noteworthy:

1. The director employs a particularly careful and well defined method of selecting her staff, both professional and non-professional. The project's selection and use of its non-professional staff, particularly the young high-school aged aides, is largely responsible for the feeling of "love for students" which characterizes the project.

2. Particularly noticeable is the cognitive orientation of the project. Art, music, physical education, and other avenues for self expression are available, but the overriding purpose of the project is to teach reading and mathematics, with the emphasis placed on reading.

3. Two remedial reading teachers are employed by the project. These teachers evaluate the needs of each student and provide prescriptions for teaching to the other teachers. All students at the project are helped by the remedial teachers according to individual needs. The remedial rooms are very well equipped and the two teachers have an excellent rapport with the children.

4. The project uses a system of token rewards to enhance student incentives for studying and sponsors a token store where the tokens can be redeemed for personal items which are of interest to the students.

5. Harnett County has a number of tenuously settled-out migrant families living in the county and is the only county in North Carolina that has a full time director for the migrant education program. The Director has a secretary and a nurse who work with her full time to serve the migrants. This small, full-time staff is able to do a great deal of project planning and to provide full year services to the migrant students.

6. The project has excellent involvement of volunteers from the local community. The Director states that during the summer there are five full time volunteers and about seventy other people who volunteer their services to the project. During the winter about thirty volunteer tutors work with migrant students. Volunteers come from the local community college, the local high school and the local churches. Friends of aides and teachers often come to help out.

INTRODUCTION

The agricultural situation in Harnett County is somewhat varied and provides different types of labor opportunities. Garden crops, particularly beans or peas, and tobacco play an important role in the county's economy.

Migrants

The county is a host both to migrant crews who are housed in camps throughout the county and to individual families who travel as family units and generally live in scattered tenant houses on the various farms in the county. The Project Director states that the pattern of migrancy has changed in the last three years. Fewer of the adults who travel on the migrant crews are accompanied by children. They are apparently leaving the children with friends or relatives in their home base. As a result, the project enrollment is lower than had been expected. When the survey team visited the project in Harnett County there were no children at all in any of the camps throughout the county.

All of the children at the project are from families who live in the scattered tenant houses. Many of these are somewhat tenuously settled-out and stay in the area for all or most of the year. Most of the tenant houses are poorly kept and in need of repair. Hot in summer, cold in winter, and often lacking plumbing and decent lighting, they provide a poor atmosphere for learning. Yet, the effects of the project could be seen in small ways. In one house, a second hand but complete set of the World Book Encyclopedia was prominently displayed and the mother was encouraging her children to read and use it. In another home, a migrant father had just spent almost all of two weeks wages to buy his very talented daughter a small electric organ. With the assistance of the project's music teacher, the girl was teaching herself to play by using a special book with numbers for keys and notes.

The Project

The project in Harnett County functions for the full year. Because of the number of migrants who stay in the area, the project has the services of a full time director and nurse. Winter services are primarily supportive and tutorial and are available for all grades and ages. The summer project focuses primarily on students in elementary grades.

Because of a need for shower and cafeteria facilities, the project always operates at a high school. In 1973, the summer project was operating in the Buies Creek High School. The school was very well maintained, and its principal, who had opened all facilities to project use, had moved smaller furniture in from an elementary school.

PROGRAM DESCRIPTION

The project in Harnett County is an excellent example of a traditionally oriented program. It is traditional in the sense that its complete emphasis is on fundamental instruction in mathematics and reading skills. Particular emphasis is placed on reading skills. Students receive two to three times more instruction in reading than in any other subject.

North Carolina monitoring teams, which evaluate the projects, have expressed a desire to see more subjects such as art and music which allow for self expression. The project has included more of such activities in its program but feels that it should spend the maximum time possible working with reading and mathematics.

Program Schedule

Children are bussed to the project each day, and, upon arrival, are fed a nourishing, hot breakfast. The children eat in two shifts. Everyday, while one group is eating, the other attends a music and singing class. After breakfast all children are expected to shower. Aides help the children shower and watch to see that each child has clean clothing. The project requires that the children come to school in clean clothing. If a child has only one set of clothes, or is missing clothing, the project will arrange and pay for what is needed. The nurse stated that the shower and clean clothes requirement has significantly reduced the incidence of impetigo, ringworm, and other skin problems among the children.

Regular classes follow and each class moves through its particular schedule of subjects. During the day, all of the children will pass through the reading laboratories for special work. The children are served a hot lunch and an afternoon snack before they return home. Periodic field trips are used to supplement the regular program.

Special individual activities also take place during the day. A psychologist from the Lee-Harnett Mental Health Agency visits the project each week to test and work with referred children and to give assistance and direction to the teachers in handling special problems. Nutritional aides from the County Extension Service visit the project and conduct classes in nutrition. If certain students are found to be anemic or to have special needs, the nutritional aides are sent to their homes to teach special nutritional programs to their parents.

In one special incident the previous year, a left handed volunteer visited the school each day to help a young migrant student who had lost his right hand in an accident learn to use his left hand.

The teachers are all paid for one extra hour each day during which they have no classes or school responsibilities. They are required to use this time to visit the families of their students and to familiarize themselves with the migrant situation.

Remedial Laboratories

Two remedial reading teachers provide services to both the students and the teaching staff. The remedial teachers evaluate each student's ability and reading level, provide the regular teachers with special prescriptions for teaching each child, and work with the children in the remedial laboratory. The teachers, highly qualified in this field, conduct a

lively class that holds the children's attention, often by developing a competitive spirit. The teachers pull observers and visiting adults into the lesson to make it more interesting. Two members of the survey team entered into a contest with one small class to see who could identify words flashed for 1/16 of a second on the screen. The survey team lost, much to the delight of the children!

Each remedial teacher has her own laboratory. Equipment for the laboratories is provided by the migrant program, by the regular Title I program, and by the county. One of the teachers brings her whole laboratory with her from her regular school. All students must attend sessions in the laboratories. Two or more aides are on hand to assist the teacher, supervise, and provide one to one instruction with the special machines. Any child who can handle a machine is taught to, so that he or she can work unassisted on special needs.

In one laboratory the following machines were present:

3 Craig Readers	1 TMatic 150 Projector
2 Hoffman Reading Machines	2 DuKane Reading Machines

Rewards and Reinforcement

The project uses a system of rewards to enhance student incentives. This has been implemented to compensate for the lack of positive incentives and reinforcement for formal education in many migrant students' homes. The students earn tokens, redeemable for personal supplies, for making good effort in school participation.

The Token System

There are three colors of tokens in the system, each having a different value in points. Teachers give the tokens as a positive reinforcement for a good performance. Tokens are not given on the basis of how well a child performs in relation to the rest of the class, but rather, on the basis of how hard he tries and how much he improves. Each child works only against himself. Each child receives the lowest value token each day just for coming to school. Tokens are also given for such things as perfect weekly attendance. Aides may recommend to the teachers that a reward be given for a good performance which they have observed.

The Token Store

At designated times, the students may visit the token store which is maintained in the school. With the tokens they have earned, they may purchase various small items such as pencils, pens, notebooks, coloring books, fingernail clippers, combs, soap, deodorant, toothpaste, tooth brushes, small toys, and games. Each item is assigned a point value which is displayed in front of the item. Each child must, by himself, add the proper number of variously valued tokens required to purchase the item he wishes.

Response

The children were quite excited about the store and worked hard to get the tokens. Most of the children were able to tell the survey team which items they wanted, how many points the items cost, how many tokens they had, and how many more they needed. At the time the team was there, the finger-nail clippers, an item requiring a high number of points, were regarded as a status symbol which many of the children were working to obtain.

Problems

Offering tangible rewards for achievement seems to be a valuable tool in motivating the migrant child, but it could have adverse effects when the child returns to a regular school situation where the use of such rewards is not possible. While the director admitted that there are problems involved, she also felt that the token system instills in the children the habit of good performance and that this habit will carry on even after the tangible rewards are no longer given. As long as the token system is carefully administered and the tokens are not given out too freely, the director felt that its positive benefits would outweigh any frustrations the children might develop when the system ceased.

PROJECT STAFF - SELECTION AND TRAINING

Careful staff selection and training play an important role in the functioning of the Harnett County migrant project. The project director has a particularly well defined approach in selecting her staff, and she is very careful about selecting staff who have positive attitudes toward the migrant students. It is one of the few projects visited where even the cafeteria and custodial staff are selected, in part, on the basis of how they relate to the children.

Teacher Selection

Since she works in the position full time, the project director visits all of the schools in the county and can observe the teachers in their classrooms. The migrant nurse is also able to observe and make recommendations. Teachers who appear to meet the proper criteria are approached and asked to apply. After receipt of the application, each teacher's supervisor or principal is interviewed for recommendations. Each teacher is also interviewed, and the teacher's attitudes toward deprived children are checked, or, in some cases, observed.

To be selected for the project staff a teacher must:

1. Be under contract to Harnett County for the regular school year following the project.
2. Demonstrate, through performance during the regular school year, a good grasp of subjects and teaching methods and an ability to relate to children.
3. Demonstrate, through performance and interviews, a positive attitude toward working with disadvantaged children.

The director tries to select teachers from different areas of the county so that the knowledge about the project will spread.

Aide Selection

In a rural area such as Harnett County, many of the high school students, both male and female, are trained as bus drivers. The director selects possible applicants from the County Transport Manager's bus driver list and asks them to apply. Principals and teachers are asked for recommendations and the applicants are interviewed. The Director takes into account the voluntary extracurricular activities of the students as well as their grades and achievements.

To be selected as an aide on the project staff a person must:

1. Have a chauffer's license and be a qualified bus driver for the county schools.
2. Be a recent high school graduate or an advanced high school student.
3. Have good school grades and a record of extracurricular activities.
4. Demonstrate, through performance and interviews, a positive attitude toward working with disadvantaged children.

Staff Training

The project staff had seven days of pre-service training. Four days were given at the state workshop and three days were given locally. All teachers and aides took part in both sessions. In pre-service training teachers and aides were trained equally and together. This, no doubt, helps to account for the staff's grasp of the objectives of the program and for the smooth operation of the project.

In-service training is on an on-going basis and is done during staff meetings. Teachers and aides meet with the director separately, so that views and special problems may be freely expressed and better solved.

PROJECT STAFF — PROFESSIONALS

The level at which a project functions is usually directly related to the quality of its staff. The project at Harnett County is distinguished by a particularly well-qualified staff. In 1973, the project had a 100% return of its professional staff.

The Director

Due to the number of migrant families who stay in the county for part or all of the regular school year, the project director works full-time in that capacity. Having been a teacher and a coordinator for one the county's school districts, the director is very knowledgeable about the schools in the county and the local political situations. Since she works full-time, the director is able to observe teachers and make staff selections. She is also able to plan and coordinate the summer program in advance and to minimize the many problems that occur. The experience, personality and full time commitment of the director are key factors in the success of the Harnett County program.

The Migrant Nurse

The migrant nurse plays a very important role for the project. Migrant families seem to have great respect for nurses and will admit them to their homes and confide in them more readily than they will other strangers.

In talking with the parents of students in the project, the team found that, in almost every case, initial contact had been established with the family by the nurse and that she had visited each family at least two or three times. She had driven, for project purposes, more than thirty thousand miles within the county in the last eighteen months.

Her role is in reality a combination of nurse-social worker. Besides giving the required physical examinations, immunizations, and first aid, she helps the families with other problems by referring them to other agencies and trying to coordinate the services of the agencies. Her combined role and her mobility make her the project's key recruiter.

The Teachers

The teaching staff consisted of two remedial reading teachers and five classroom teachers. Because of the exacting standards required of teachers by the project director, the teachers seemed to feel that it was an honor to be selected for the project staff.

Because of the selection criteria, the amount of pre-service training that was given, and the fact that all of the teachers had served on the project before, the staff seemed very confident and united in its approach. It appeared that no matter how difficult the task was, the staff was going to teach the students to read.

PROJECT STAFF — NON-PROFESSIONALS

The non-professional staff, particularly the aides are largely responsible for giving the project a pervasive feeling of love for the students.

Aides

All of the project aides are high school age young men and women who double as bus drivers. They are responsible for helping the

children shower, helping supervise recreation, assisting the teachers and working with the students in either small groups or on a one-to-one basis under the supervision of the teachers. Because of their position, the aides often become closer to the children than the teachers. The survey team noted that the aides, while performing their duties, gave a great deal of affection to the students. The team observed much hand holding, touching, and carrying. Aides were often seen walking in the hall in the middle of a group of students, all of whom were trying to hold hands with or get close to the aide.

Neighborhood Youth Corps

The project has five aides from NYC who are used to supplement the cafeteria staff and to work as teaching aides. The NYC aides are not able to take part in the pre-service training of teachers and aides but seem to function quite effectively, providing same quality of affection to the students that the regular aides provide.

Volunteers

During the year, the project has excellent volunteer involvement. The presence of a community college in Buies Creek does much to further the involvement of volunteers. (Students work at the project for experience or on assignments.) The families of the college professors are quite active in volunteering their services.

At Buies Creek, the high school principal actively encourages his students to become involved in the migrant program.

In the summer of FY 1973, the project had five full-time volunteers and about seventy people who helped on a part-time basis. During that winter, the project had around thirty people who volunteered to tutor migrant children.

PITT COUNTY MIGRANT EDUCATION PROJECT
CHICOD SCHOOL
GREENEVILLE, NORTH CAROLINA

Project Director	: Frederick Parks
Student Enrollment	: 104
PL 89-750 Funds	: $39,124.81
Teachers	: 10
Aides	: 1
Other Staff	: 6

NOTEWORTHY ASPECTS

The Pitt County Summer Migrant Project is a secondary school program that serves migrant youth, from fourteen to twenty years of age, who have come to North Carolina to work in the tobacco harvest. The following aspects of the program are considered noteworthy:

1. The project effectively uses the help of key elements of social and economic power in the community. A local bank, the county Migrant Council, and a powerful community figure are participants in the project.

2. With the cooperation of a local bank, the project provides banking services at the project site for the migrants.

3. Continuing efforts are made to inform the growers of the objectives, benefits, and activities of the project and to work in coordination and cooperation with the growers.

4. The project has made a realistic assessment of the needs and resources of the community, particularly the constraints imposed by the community that limit the role the staff can play in helping the migrants. The project attempts to serve the needs of the migrants while staying within the imposed constraints.

5. The project is able to play a dual role of providing needed services for the young migrants and help to the community. It has lessened social problems and encouraged the young men to stay and complete the harvest.

INTRODUCTION

Pitt County, North Carolina is a rural county specializing in the production of tobacco. The majority of the growers that were encountered were family farmers who worked from fifteen to twenty-five acres of tobacco and employed from five to ten young migrants, in addition to whatever local labor was available.

Laborers

Due to the nature of the tobacco crop, the labor situation in Pitt County is different than that encountered by most PL 89-750 migrant education projects. The young men working in the Pitt County come alone. They have no families with them that they can turn to for support or meals or to ease loneliness. Most of the young men are of high school age (14 to 20 years) and come from the vicinity of Jackson and Yazoo City, Mississippi, where the local employment situation is poor, particularly for young blacks. Although most of the young men come from low-income homes and many have either dropped out of high school or will in the future, few seemed to be confirmed agricultural migrants. Most looked upon the work as just a summer job. However, lack of jobs and a propensity toward dropping out of school seem to point these young men in the direction of migrancy and continued existence at the lower end of the economic spectrum.

In Mississippi, the men sign up at the local Department of Labor office and are assigned to crew chiefs. The crew chiefs are responsible for transporting the laborers to North Carolina and distributing them among the growers who need workers. A crew chief may make two or three trips back to Mississippi to bring up more men, if they are needed. Since the crew chiefs return to the same area year after year, they know, and maintain close contact with, the local growers.

Once he has distributed the men, the crew chief assumes no responsibility for them. He will, however, visit them from time to time to see that they are working, to help with any small problems, and to provide transportation for such things as medical attention. At the end of the season, the crew chief will transport those men who do not want to stay longer back to Mississippi. Those who stay to work in processing or related activities must arrange for their own transportation later. For his services, the crew chief receives approximately $.25 out of every $2.00 a man makes.

THE LOCAL SITUATION

Every project or school is faced with various community attitudes and problems which often determine what the main emphasis of a project must be. The success of this project is attributable, in large measure, to how it identified and adapted to the local situation.

Grower Attitudes

Since the growers' livelihoods are based on the successful harvest of tobacco and that harvest is based in large part on the work of migrant laborers, the attitude of the growers is that "the migrants are here to work." Activities that would interfere with the work and the harvest are unacceptable.

It is important to remember that the growers are employers. They do not assume any responsibility for the young men beyond that of an employer and are not considered to be in loco parentis.

Community Attitudes and Resulting Isolation

The yearly influx of a large number of unaccompanied young men into the area has created tensions and problems in Pitt County. The physical distances of the farms from the towns, the shortage of transportation, and the community attitudes that cause social discrimination have resulted in an alientation and isolation of the migrants from the rest of the community.

Attitudes of the White Community

The White, non-grower population is, for the most part, disassociated from the migrants. Unless they work in an area or provide a service that is used by the migrant youth, the majority of the non-grower, White population, particularly those in the towns, have little contact with the migrants. However, the project director stated that the community has a tendency to blame all problems that arise on the migrants or on the fact that the migrants are or were in the county.

Attitudes of the Black Community

Particularly noticeable is the attitude of the local Black community and the tensions that arise between the migrants and the young Blacks who live in the area permanently. The local Blacks exhibit a prejudice against the Mississippians and trouble often arises over girls and real or imagined insults. The project director stated that there are shops, bars, and dance halls which are frequented by local young people, which the migrants look into, but know they had better not enter.

Resulting Isolation

Most of the recreational facilities for young people are located in or around the towns. In the case of the migrants, however, even if they can get to the facilities, the community attitudes may prevent them from using or fully enjoying the facilities. The healthy aspects of recreation and a chance to "blow off steam" are denied to these young men, and the result is frustration and sometimes trouble.

Migrants' Lack of Basic Survival Skills

An important aspect of the local situation is the migrants' lack of basic survival skills. Many of the young men who come to North Carolina are away from home for the first time. The arrive totally unprepared for the situation because they have not developed the basic skills necessary for survival away from their families.

Lack of Education

Most of the young migrants are not high school graduates. Although many are still in school and regard the tobacco harvest as a summer job, they seem, as a group, to be skeptical about the value of education. Since most of them come from disadvantaged homes, the probability of their dropping out of school to seek employment, even though little is available, is quite high.

It is important to remember, however, that these young men show a great deal of initiative in coming several hundred miles to find work. Given the proper incentive, they would probably show the same initiative toward their education.

Lack of Homemaking Skills

The young men men arrive, in many cases, with only their clothes. They bring no bedding, cooking utensils, or cleaning utensils. The tobacco growers provide what is, in most cases, very minimal housing consisting of a screened dwelling, mattresses, outdoor showers, toilet facilities, and cooking facilities. Completeness and quality of facilities vary greatly from grower to grower. All of the migrants working for a grower generally live in the same dwelling or cluster of dwellings, which are usually remote from other residences in the same area. Because the young men do not possess housekeeping skills or utensils, the houses often become quite dirty and unkept.

Being away from home, many for the first time, the young men have little knowledge of cooking or of basic health and nutrition needs. Furthermore, no meals are provided by the growers. Since cooking and food storage facilities are poor and since there are no restaurant facilities available, the young men often end up walking to a crossroads store to buy something in a can, potato chips, cupcakes, candy, and soda pop to make their "meal".

Lack of Ability to Manage Money

The young migrants come to North Carolina to make money. Yet, the project staff indicate that it was, and still is, common for a young man to work all season and have nothing to show for it. The men have not budgeted or managed their money well. They distrust the banks or cannot get to them because of lack of transportation. Often they are the victims of thieves or simply lose the money.

PROJECT RESPONSE TO THE LOCAL SITUATION

The Pitt County migrant education project functions in response to the local situation and is designed to provide services to a unique migrant population. As previously indicated, it accepts young men who are under twenty-one years of age, who have not completed high school, and who have crossed the state line to work in the tobacco harvest. The project is unique in

that, although it is financed by PL 89-750 funds, it deals with young men who are in an adult situation. The project must accomodate its design and schedule to an adult working situation.

Project Design and Schedule

As each young man enrolls in the project, the director sends a letter to his parents or guardian informing them of where their son is, what he will be doing in the harvest, and what the project is offering him. The letter invites parental inquiries, and the project director indicated that several inquiries had been received.

The project functions at the Chicod School during the tobacco harvest on Thursdays from 4 to 8 p.m., Fridays from 2 to 10 p.m., Saturdays from 12 to 10 p.m., and Sundays from 2 to 10 p.m. Transportation is provided to and from the project, for field trips, and for emergencies. Each student is given the option of selecting the recreation and the class subjects most interesting to him, but he must attend a minimum of three sessions a week.

Since each staff member is assigned to counsel certain groups of young men, Thursday evening is reserved for the staff to visit the young men at their living quarters. During this time the staff trys to provide them with personal counseling and help. They take them small toilet articles, writing materials, or magazines if requested, persuade and help them to write home, encourage and direct them in keeping their quarters clean, and provide moral support.

On Friday, Saturday, and Sunday the young men are bussed into the project from the farms. Friday evening, Saturday noon and evening and Sunday evening hot meals are served to all who are enrolled and present.

On Friday, classes begin after supper at about 7:30 p.m. and last until about 8:45 p.m. This is followed by about one hour of recreation. On Saturday, the project often provides sack lunches on field trips during the day and recreational activities in the afternoon and evening. On Sunday, recreation and classes function in the afternoon and evening. The schedules are set up to return the young men to their quarters by 10 p.m. so that they may rest for work the next day.

Project Response to Grower Attitudes

A large part of the Pitt County project's success results from its sensitivity to the attitudes of the growers and its cooperation with the growers. The project, realistically, subscribes to the idea that primarily, the young men are in Pitt County to work and, in order to function at all, the project must be a secondary activity that works in coordination with the schedules of the growers.

Public Relations

Before the project begins, the staff visit all of the growers who have migrant labor, describe and explain the program and its benefits, and ask the grower's permission to enroll any of his workers who may be eligible.

Particular care is taken to explain that the project does not cost the grower anything and that it is beneficial to him as well as to the migrants, because it keeps them out of trouble and provides them with hot meals. If a grower refuses to cooperate, the project does not enroll his workers until his permission can be secured.

The staff visit the growers on an on-going basis while the project is functioning to keep the growers informed of what the project is doing and to keep the project informed of the grower's schedules.

Since the growers often rely upon the recommendations of the crew chiefs, the project staff maintains close contact with the crew chiefs and is able to contact them rapidly, if necessary. The benefits of the program are explained to the crew chiefs just as they are to the growers.

Coordination and Cooperation

The staff are responsive to the need to coordinate its schedule with that of the growers. It was found that often, if a grower and his crew had to work late on Saturday or Sunday and one of the project busses passed his field, the young men would become upset and sometimes leave the field to board the bus. Now, if the staff know that a grower will be working late or on the weekend, they reroute the busses so that none will pass the grower's fields and disrupt the work.

Attention to One Serious Issue

In response to grower attitudes, the staff has made a strong rule not to discuss any work or wage situations or to make any comparisons of the growers or crew chiefs. This has been a constant problem, and, even after three years, the staff must be very careful to allay the fears of the growers about the possibility of the project being used to organize the workers. Violations of this rule could result in substantial problems for the project.

Results

The project's positive attitude toward working with the growers and crew chiefs has resulted in a lessening of resistance to the project. Most growers have become ambivalent toward the project. They feel it is fine as long as it costs them nothing, keeps the young men out of trouble and away from the bars, and is scheduled so that it does not interfere with the working hours.

However, many growers and crew chiefs have taken time to visit the project, are calling the project staff if they have problems or changes in work schedules, and several will drive their workers to the project if they work late and miss the bus.

Project Response to Community Attitudes

The project is responding to the problems of community attitudes and isolation of the migrants by providing alternative facilities and transportation for the young men. This response to the situation avoids confrontation with the problem of community attitudes and tends to further increase the isolation of the migrants from the community.

The project staff, however, feel that they cannot significantly affect community attitudes in the short time that the migrants are present in the area and that the immediate needs of the young men can best be provided for in the current project setting.

Recreation

A supervised recreation program is provided by the project to keep the young men occupied on the weekends and out of what the project director refers to as the "local dives" where trouble often starts. The students are encouraged to enter into basketball, softball, table tennis and weight lifting. Other games like checkers and chess are also provided. The staff actively enter into the games as well as supervising them.

Magazines, such as Jet and Ebony, and books dealing with Black history, problems, and culture are provided in a lounge area equipped with tables, chairs, a couch, soft drink machines, and a small store that sells candy, gum

toothbrushes, soap, and combs. Every attempt is made to make the young men feel at home at the project and that they are among people who care about what happens to them.

Field Trips

In an effort to ease the isolation that the young men feel and to broaden their experience, the project provides field trips to local places of historical or occupational interest as well as to sports events, swimming pools, and movies. Social skills are developed by a trip to a restaurant where the staff coaches the student on how to order food and on table manners. A trip to an airport, train station, or bus station helps the students to learn the procedures to be followed in order to use commercial transportation.

Project Responses to the Lack of Survival Skills

In responding to the migrants' lack of basic survival skills, the project has instituted phases of its program to either help develop these skills or to minimize the need for them.

Education

None of the young men have completed high school. Many have dropped out completely and their attitude toward education is poor. By providing exposure to a variety of pre-vocational and vocational areas through

"hands on" training, the project is attempting to broaden the interests of the young men and induce them to stay in, or return to, school. Training is provided in music, art, welding, small engine maintenance, woodworking, and crafts. The project emphasizes that the training is for exposure and is not designed to turn out accomplished craftsmen.

The music and art classes are exceptional, due to the presence of two very competent teachers whose proficiency and sincerity in teaching enables them to reach young men who might look upon music and art as somewhat "sissified". The classes delve into the history, theory, and practical applications of music and art.

The wood and welding shops are well-equipped, but the small motor maintenance shop is lacking both equipment and motors. The supervisors of these shops are knowledgeable and able to convey their knowledge. Although the crafts shop is well-equipped and has adequate material, it is lacking proper instruction and supervision. Students with special knowledge or ability in any area are asked to serve as instructors to help the others.

The young men actively participate in the classes and the project director stated that many have expressed a desire to continue training in areas of interest after they return to their homes. Unfortunately, the project has been unable to follow up to see what happens after the men return home.

Housekeeping, Health, and Nutrition

No attempt is made to provide classes in home economics at the project. On their Thursday visits to each group of men, the staff gives informal direction and encouragement on cleaning and maintenance of clothes, bedding, and living areas. The project also keeps a supply of first aid equipment for minor injuries and talks in health and nutrition are given by the staff.

The project provides four hot and nourishing meals each week to all who are present and enrolled. The menus are nutritionally sound and varied, and the young men are encouraged to take as much as they can eat.

The project staff feel that the meals are a central part of the program and are one of the best attractions it has. The meals are important in attracting the young men and getting them interested in other aspects of the program.

Money Management

To help the young men return home with the money they have earned, a branch of a local bank has been established at the project. The project coordinator has been trained by the bank to function as the teller at the project. He accepts money for deposit and each depositor receives a regular savings account passbook. Deposits are accepted on Friday, Saturday and Sunday, and the bulk amount is deposited by the coordinator on Monday morning at the

main bank. All withdrawals must be made at the main bank, since there are no provisions for withdrawals at the project. The system is weak in that the coordinator is neither bonded nor insured (a problem that the project is working to correct) and must keep the money until Monday morning.

When the banking phase of the project was initially developed, the students were transported to the bank on Saturday morning to make their deposits. The procedure was discontinued, however, for several reasons:

1. The bank was only open for three hours in the morning and not all of those who wished to make deposits were off work that early.
2. There were transportation difficultics because of the need to run an extra bus.
3. The arrival of a large number of young men at one time was putting a strain on the ability of the bank to service its patrons, most of whom were farmers and had to bank on Saturday morning.

The students are given a course on banking procedures and the use of checks and money orders for the transfer of money to their home states. The staff constantly encourage the students to deposit money, and, last year, those who deposited money averaged about $300.00 in savings with some having as much as $700.00. The coordinator feels that the amount saved will increase this year.

NEEDS ASSESSMENT, PROJECT STAFF, ADVISORY INPUT

It is often difficult to assess the impact that local personalities or groups have on a migrant education project. However, in many cases, the level at which a project functions, or if it functions at all, is determined by the personalities involved.

Needs Assessment

Needs assessment in Pitt County seems to be based largely on the opinions of the project director and staff about what the young men need. The assessment reflects the framework of needs, resources, and constraints that exist in the community, and the needs of the young migrants are served within that framework. Although this may not be the most ideal means of assessing needs and providing services, it appears to be a realistic attempt to respond to a difficult situation without aggravating it.

Project Staff

The project at Pitt County is administered by a strong and vocal director who is an assistant high school principal during the regular school year. The director carefully selects his own staff for the summer program from among teachers in the county who are known to him and who, he feels, would benefit the program. The staff is dedicated and aggressive, and they

understand and articulate the same goals and objectives for the program that the director does. Personnel turnover has been very low, and the staff has grown together over the time the project has functioned. The staff is very aware of both the needs of the migrants and the needs of the county and the growers.

Advisory Input

Advisory input into the project is limited largely to local nonmigrant input. The young men travel without parents, so there is no parent advisory council. Although the opinions of the students themselves are taken into account, it is not done at a policy making, program planning level. Most advisory input is made by personnel in the school system, by community groups, and by interested individuals, through informal contact.

Community Groups

Support from community groups is often difficult to define or identify unless it is economic support that can be measured in dollars and cents. Realistically, no project ever has 100% support within a community. In fact, most people in a community where there is a migrant project probably know nothing about it. It is entirely possible for a small, but vocal segment of the community or even one person in a key position, to advance or seriously hinder any project. In Pitt County the project has been advanced by the Pitt County Migrant Council.

The economic well being of the area depends on having enough labor to harvest the tobacco, and local labor is becoming more difficult to find. The council is responsible for seeing that enough migrant labor will be available to supplement the local supply. Each spring the council meets to discuss the coming harvest and to prepare for any problems or emergencies that may arise. The council discusses possible problems to expect and possible avenues of approach for solutions. Members of the council were instrumental in helping establish the Pitt County migrant project, and they are aware that its existence has made recruiting workers easier since word about the project has spread in Mississippi.

Several different community groups and individuals make up the council. It includes the County Employment Security representative of the State Labor Department; representatives of county agencies such as Welfare, Health, and Social Services; representatives of community groups such as Lyons Club, Rotary Club, and Council of Churches; local businessmen, some growers and school officials. A crew chief is also included after the migrants arrive No migrants are on the council.

The council makes advance cooperation possible and provides a means by which problems can be quickly solved.

An Interested Individual

The project in Pitt County has an advocate who is somewhat shielded from public view, but who can bring a great deal of pressure to bear on behalf of the project. The man is influential in a number of different area

areas simultaneously. He is a grower, owns and operates a general store, installs and services tobacco bulk cure sheds, is a member of the school board advisory council and the county migrant council, and has workers taking part in the project. This individual is always included in an advisory status, and he has been instrumental in supporting the project when it has been under attack.

NEW JERSEY OFFICE OF MIGRANT EDUCATION
RECRUITING PROGRAM
TRENTON, NEW JERSEY

Program Coordinator :	Marshall Logan
Recruiter Supervisors:	3
Full-Time Recruiters :	5
Part-Time Recruiters :	3

NOTEWORTHY ASPECTS

The New Jersey Recruiting Program is administered by a permanent, professional staff of recruiters who present the migrant education program to school and agency administrators, community groups, and migrants on a state-wide basis. They locate and enroll migrant children in the program and attempt to coordinate migrant education activities with the activities of other agencies serving migrants. The following aspects of the recruiting program are noteworthy:

1. The scope of the program is not confined to education alone, but encompasses social services as well. During the course of their activities, the recruiters become involved in helping to solve the many problems of migrant families. They refer and accompany parents to other agencies that offer medical, social, and legal assistance. They may become involved in securing housing or permanent employment for migrant families. The recruiters feel that they must minimize the parents' problems in order to deal with the children's problems.

2. A full year schedule of operations gives the recruiters the opportunities to talk with farmers, other agencies, and migrants who winter over, during their slack season when they have time to listen. It also gives the recruiters the opportunity to survey the state and plan strategies during the Fall, Winter, and Spring and devote the entire Summer to active recruiting.

3. The use of video taped role-playing sessions for training of recruiters is unique and ideally suited for training the recruiters for the face to face interactions that they will participate in. It also offers an ideal opportunity for the recruiter to immediately critique his performance through the eyes of a spectator.

4. A farm file has been developed listing all active farms and camps in the state, what type of migrants are there, and how many children. It is of great value in quickly locating farms and camps and in determining the concentrations of migrants and the need for programs.

5. The program coordinator states that the enrollment in total programs has increased by 30% since the beginning of the recruiting program. The recruiting program began work in twenty-two schools and has since found eighty-two schools that certain migrant children for some portion of their session.

NEED FOR RECRUITERS

Since the first step toward educating migrant children is to locate them, the recruiting program in New Jersey is basic to the structure of the migrant education system. Recruiting, however, involves more than merely locating children and enrolling them in a program. A recruiter is the basic link in the migrant education program's public relations scheme. The recruiter meets both migrants and non-migrants face to face to explain the program and its benefits. The recruiter functions as a counselor who works with migrant families to help them obtain needed services or solve family problems. Lastly, the recruiter serves as a channel of communication between the SEA and LEAs, between migrants and non-migrants, and between the migrant education program and other agencies which serve the migrants.

A small staff of professional recruiters is much more able and likely to provide the time and expertise needed for recruitment, public relations, provision of family services, communication, and coordination, than the staff of a local school or project would be.

Full Year Program

There is a need for the recruiting aspect of migrant education to continue on a full year basis. The summer, time of peak activity, is not the proper time to establish contacts, locate farms, or develop program plans. These things should be accomplished well in advance of the arrival of the migrant population.

The best way for a recruiter to become known and to have the migrant education program become known in an area is to talk to people when they have time to listen. Public agencies, private groups, farmers, and even migrants themselves will have more time to listen, talk, and plan if they are approached during their slack season — late fall and winter. Project and school staff have no time during the fall and winter to do the necessary ground work because they are involved in regular teaching activities.

Mobility

Mobility is also important in dealing with a migrant population. Locating camps, initiating and maintaining contact with families, visiting farmers agencies, and schools takes a great deal of time and travel. School and project staff who are actually teaching may not have the time for these visits or the transportation needed. A professional recruiting staff, however, is available full-time and can be reimbursed for using its own transportation.

Social Services

Education of migrant children involves more than merely enrolling them in school. It involves helping their families as well. A child cannot be expected to learn until his basic physical needs have been provided for within his family unit. Migrant families are generally uninformed about what areas of medical, social and legal assistance are available to them. The staff of a school or project may not have the time to acquaint themselves with the variety of assistance available to migrant families. Nor may they have the time to help each family in securing the assistance. A recruiting staff, however, can take the time to become acquainted with other agencies and other assistance programs. The recruiters are available to search out families and to refer and accompany them to the proper agency. During the winter, should a family decide to settle out, the recruiters are available to provide assistance long after project or school staffs have returned to their regular jobs.

HISTORY AND ORGANIZATION

History

The recruiting program was begun in 1969 as an attempt to identify more migrant children and enroll them in educational programs available in the schools. The present coordinator of the program, who

was then teaching, became aware that there were fewer migrants in school than he knew to be in the area. After a personal survey of the county, he found that many migrant children were not attending school and that many of those who were attending were not being identified as migrants and were, therefore, not receiving any of the special assistance provided by the educational program. His subsequent proposal for developing a recruiting program on a state-wide basis was accepted and funded for $17,000.

The program was originally organized into three regions, North, Central and South. Later, after it was found that there were very few migrants in Northern New Jersey, the three regions were consolidated into two, North and South.

Organization

The coordinator of recruiting is responsible for the administration of the program. He designs the program, develops policy and procedures, prepares the budget, and supervises the accounting. The coordinator acts as the program liaison with the state Office of Migrant Education. He also selects all program staff, implements in-service training, and is responsible for arranging contacts with other agencies and promoting inter-agency cooperation.

The assistant coordinator of recruiting, who is an ex-migrant, coordinates the field work of the regions, acts as liaison between the recruiters and the migrant education programs and supervises the regional recruiters.

The two regional recruiters are responsible for scheduling and supervising all recruiting in their region as well as doing the same field work that is done by the recruiters.

There are two full-time recruiters in the northern region and three full-time in the southern region. During the period of peak activity, from June to September, three part-time recruiters are hired to assist with the field work in the southern region since the greatest number of migrants are concentrated there.

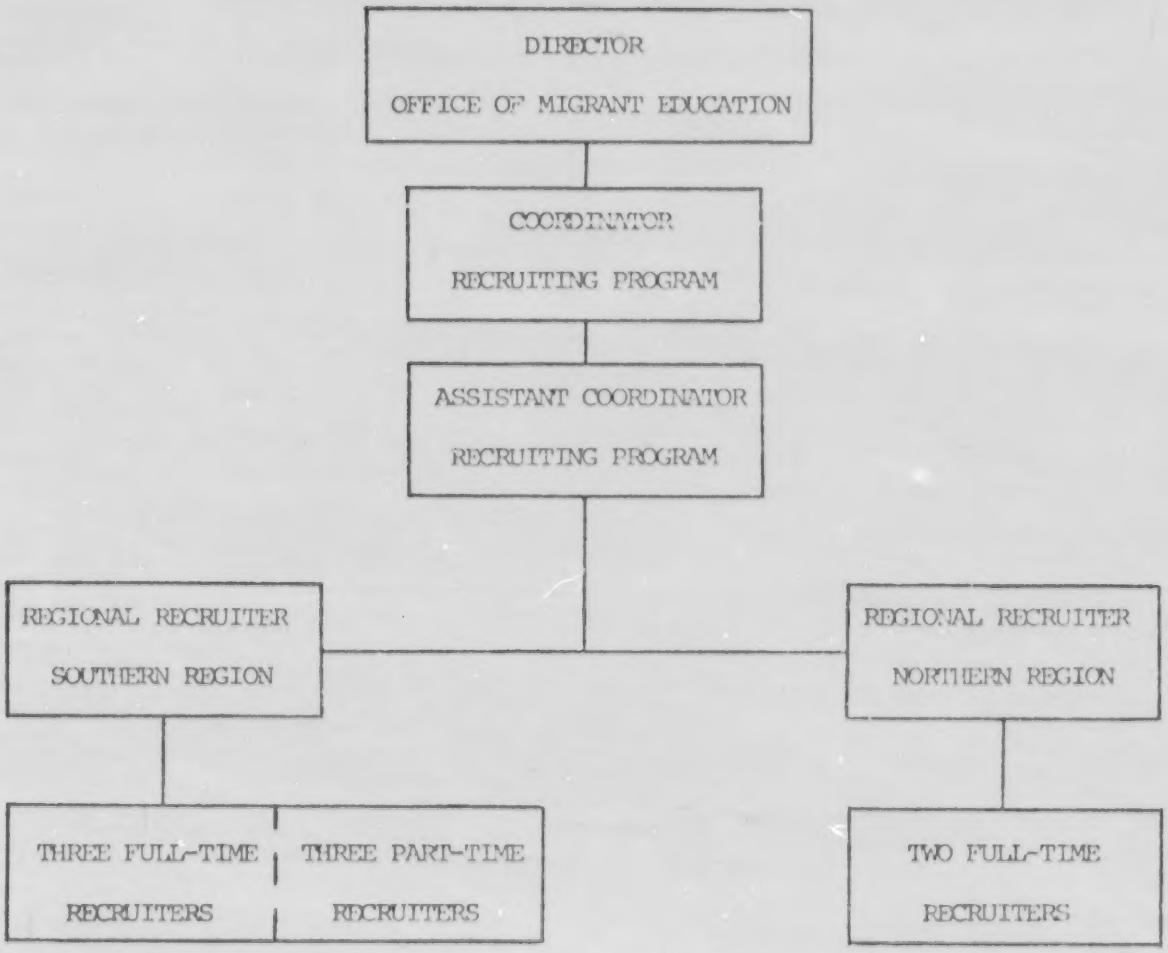
An organizational chart for the recruiting program is provided in Figure A-1.

DESCRIPTION OF DUTIES

The recruiters must work with a variety of people in many areas and situations. It is important that they be able to be as flexible and adaptable as possible because their duties are different during the peak and non-peak recruiting periods.

FIGURE A-1

ORGANIZATION OF THE
NEW JERSEY RECRUITING PROGRAM



Peak Recruiting Period

Summer is the season of peak activity. During the time from June to September, three part-time recruiters are hired in the southern region to assist the full-time staff. During this period, the recruiters concentrate their efforts on areas where there are large concentrations of migrants.

In the summer, the recruiters have three principal responsibilities:

1. Maintenance of public relations.
2. Enrollment of migrant children.
3. Family assistance.

Maintenance of Public Relations

Before entering any camp to recruit children, the recruiter must first contact the farm owner and crew chief (if there is one). Usually, the recruiter will try to contact the farm owner before the peak recruiting period, but, if this was not possible, the recruiter must introduce himself, explain the migrant education program and its benefits for migrants and non-migrants, and obtain permission to enter the camp. Complete involvement of the farm owners and crew chiefs is considered imperative because they could keep a recruiter from entering their camp and make it extremely difficult for a project to serve migrant children from their camp.

Enrollment of Migrant Children

Once permission is obtained from the farm owner, the recruiter may enter the camp and explain the education program to the parents. If the parents are receptive to the program, the recruiter then attempts to interest the children in attending classes. At this point, the recruiter fills out a pupil enrollment record on each child giving all pertinent personal and health information and granting permission for the child to be medically examined and to enter the program. The parents must sign the completed form. Information on the form is sent to the MSRTS terminal and to the administrator of the local school or project. The recruiter then arranges for the children to be included in the bus schedule for the school or project.

Family Assistance

During the peak recruiting period, the recruiters attempt to identify migrant families with special problems and refer them to agencies that can provide the needed assistance. The recruiters accompany the family to the agency, help arrange for services, and follow-up later to make sure that the services were provided.

Non-Peak Recruiting Period

Although the recruiters continue recruiting and enrolling students during the early Fall and Winter, they also turn their attention to areas of their region which were not summer recruiting areas, to determine if the need exists for new migrant education projects in those areas.

Non-peak recruiting period duties include:

1. Area and farm surveys.
2. Program development.
3. Coordination with other agencies.
4. Assistance to settled-out families.

Area and Farm Surveys

Detailed maps of each region are provided for each recruiter. Department of Labor lists of all active farms and registered camps for each county are also provided. Recruiters are responsible for knowing the locations of all active farms and of all registered and unregistered camps in their assigned area. The recruiters attempt to visit every farm at least once during the non-peak period and have developed a Farm Information Card File in which information is recorded about each farm, its facilities, its migrant families, and its location with directions for reaching it. The file is constantly updated. An example of the farm information cards is included as Figure A-2.

FIGURE A-2

NEW JERSEY RECRUITING PROGRAM

FARM INFORMATION CARD

NAME OF FARM _____ COUNTY _____

NAME OF FARMER _____ PHONE _____

ADDRESS _____ CITY _____

_____

_____

TYPE OF MIGRANT WORKERS ON FARM:

FAMILIES _____ SINGLE MALES _____ SPANISH _____

NUMBER OF CHILDREN ON FARM _____

NUMBER OF CHILDREN OVER 12 YEARS OF AGE _____

_____

_____

DIRECTIONS TO FARM FROM NEAREST HIGHWAY _____

_____

_____

RECRUITER'S NAME _____ DATE _____

Program Development

Each recruiter is responsible for developing programs in his area. As they update the farm card file, the recruiters visit as many farmers as possible to explain the migrant education program and its benefits for them as well as for the migrants.

Each recruiter visits the district superintendent of schools in his area to explain the program and to get permission to visit certain schools. In many cases these schools will already be a part of the Migrant Winter Support Program and the recruiter only needs to provide assistance to make sure the program is functioning smoothly.

If there is no migrant education program at the school, the recruiter visits the principal to explain the benefits of the program and to provide assistance in surveying the school district to see if migrant children are present. If migrant children are found to be in the area, the recruiter explains the steps to be taken in securing funding for a program, how to begin enrollment, and who to contact for further information about program development.

The recruiters will also survey school districts which already have winter support programs to determine how many migrant children will be remaining for at least part of the regular school year. This type of survey takes place in late summer and must be requested by the district superintendent. An example of the survey form is included as Figure A-3.

FIGURE A-3

RECRUITING PROGRAM FORM USED FOR SURVEYING SCHOOL DISTRICTS TO SEE IF MIGRANT STUDENTS ARE PRESENT

NEW JERSEY OFFICE OF MIGRANT EDUCATION

Marshall Logan, Coordinator
Recruiter Program
N.J. Office of Migrant Education
South Brunswick High School
Major Road
Monmouth Junction, N.J. 08852

Dear Parent:

The Office of Migrant Education of the N.J. State Department of Education is conducting a survey to determine the number of youngsters in each school system whose parents are presently doing farm work or who have done farm work at any time during the past five years.

If the above does apply to you, please complete the questions below.

If it does not apply to you, fill in the space marked "Child's Name".

In either case please be sure to have your child return the form to his teacher as soon as possible.

Thank you for your cooperation in this very important matter.

Sincerely yours,
Marshall Logan
Marshall Logan, Coordinator
Recruiter Program
N.J. Office of Migrant Education

CHILD'S NAME _____ AGE _____
HOME ADDRESS _____
_____ COUNTY _____
HOW LONG HAVE YOU LIVED AT THIS ADDRESS? _____
PREVIOUS ADDRESS _____ COUNTY _____
OTHER CHILDREN IN YOUR FAMILY: NAMES AGES
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
NAME OF SCHOOL WHICH YOUR CHILD IS ATTENDING _____
SCHOOL ADDRESS _____
FATHER'S PRESENT OCCUPATION _____ PREVIOUS _____
MOTHER'S PRESENT OCCUPATION _____ PREVIOUS _____
NAME OF FARM YOU ARE PRESENTLY WORKING ON _____
ADDRESS OF FARM _____
STREET CITY COUNTY STATE
NAME OF FARM YOU PLAN TO WORK ON DURING THE MONTHS OF JUNE, JULY AND AUGUST
_____ ADDRESS _____
_____

EXOTECH SYSTEMS, INC.

During the non-peak period, the recruiters are also involved in many conferences and meetings on migrant problems and do a great deal of public relations work.

Coordination With Other Agencies

The recruiting office maintains a list of all agencies that attempt to meet the needs of migratory workers. The recruiters maintain communication with these agencies and attempt to assist them and coordinate activities with them whenever possible. Recruiters must know each agency's programs in order to make accurate referrals for migrant families.

Assistance to Settled-Out Families

The recruiters attempt to aid families who are trying to settle-out of the migrant stream in New Jersey. They help to get the children enrolled into special school programs and have been instrumental in helping families secure permanent housing, employment, medical care, food stamps, and welfare aid.

STAFF SELECTION AND TRAINING

Since the initial impression of the Migrant Education Program is often given to farmers, local educators, and migrants by the recruiters, the careful selection and training of each recruiter is very important.

The program coordinator is responsible for selecting and training all staff members. Since there has been no turnover of full or part-time recruiting staff, many of the problems of staff selection and of pre- and in-service training have been minimized.

Selection

Farm background is not necessary for a recruiter. The program coordinator selects persons who have worked with groups of people of different personalities in different situations. People with backgrounds of poverty or migrancy, ghetto workers, and ex-VISTA or Peace Corps workers who can relate to the migrant situations are preferred. Compassion for people is the most important attribute. Recruiters must have at least a high school education or a great deal of practical experience, such as having been a migrant. One recruiter is an ex-migrant, four are bilingual. Blacks, Whites and Mexican-Americans are all represented on the recruiting staff.

Pre-Service Training

Upon joining the staff, each new recruiter is required to take from four to six weeks of pre-service training before he is allowed into the field. The new recruiter must be familiar with the goals and objectives of the program, the complete manual for recruiters, and all

forms and reports that the program uses. He must become proficient in map reading and must become familiar with the programs of all other agencies serving migrants.

Since the primary job of the recruiter is presenting the migrant education program through face to face contact with others, each new recruiter is trained by means of role playing. Hypothetical situations are set up in which the new recruiter plays a certain role and the session is recorded on video tape. The new recruiter can evaluate his performance and is also criticized and helped by other staff.

After the four to six week training period, the new recruiter accompanies an experienced staff member into the field and learns to face the daily problems involved in working with the migrants, crew leaders, and growers.

In-Service Training

In-service training is on-going through constant evaluation and constuctive criticism of each person's work by the supervisors and by the rest of the staff. The recruiting staff for each region meets at the regional office one day each week and informal and spontaneous training takes place. It can be in the form of questions about the work, presentations, or discussions. The training can also be spontaneous role playing. Each recruiter has a briefcase of materials

and forms that he is required to have with him at all times while working. He may be asked, without prior notice, to get his case, knock on the door, and present the program to the regional recruiter who will play a migrant parent. The session can be taped and used for criticism and evaluation.

Evaluation

The recruiters are asked to continually evaluate their own performance. Each recruiter is also evaluated by his regional recruiter and by the program coordinator on a special form. The evaluations are reviewed with the recruiter and are used primarily to indicate areas in need of improvement.

RECRUITING MATERIALS

The recruiting program is provided support in the development of "advertising" materials by DPR Associates who administer public relations for the New Jersey Migrant Education Program. The recruiters have small items such as hot pot holders and key rings which can be passed out to migrant parents and which advertize the program. Other illustrated materials are provided, for use in contacting school or agency administrators, which explain the program and provide information about who to contact and what services can be expected.

NEW JERSEY OFFICE OF MIGRANT EDUCATION
HEALTH SERVICES FOR MIGRANT CHILDREN
TRENTON, NEW JERSEY

Program Coordinator: Sarah E. Dougherty, R.N.

Nurses : 16

Doctors : 12 part-time

PL 89-750 Funds : Approximately $92,000 in 1973*

* Based on the orginal allocation

NOTEWORTHY ASPECTS

The School Health Program of the New Jersey Office of Migrant Education is a centrally administered, state-wide program that attempts to provide migrant children with a total spectrum of health services. The following aspects of the program are considered noteworthy:

1. The extent of cooperation and coordination between other state agencies, private individuals, and the migrant health program.

2. The program is centrally administered by one program coordinator, is state-wide, and attempts to provide migrant children with a total spectrum of health services.

3. Diagnosis, treatment, and referral are provided. Eye glasses, hearing aids, surgery, and immunizations are either provided by the program or secured privately and paid for with program funds.

4. Direct service is provided by the program staff. If a child is referred to a private doctor, dentist, hospital or anywhere else, the program notifies the parents of the referral, makes the necessary appointment, and provides transportation. It does not rely on the parents to do this. If admittance to a hospital or some other special case is involved, the program coordinator personally makes the arrangements.

5. Migrant children have access to the Archway School at Atco, New Jersey, which provides diagnosis and treatment of children who may be emotionally disturbed, neurologically impaired, or impaired by a communication handicap.

INTRODUCTION

The Health Program is based on the philosophy that a child cannot be adequately educated if he or she is suffering from serious or painful physical or emotional problems. The program attempts to alleviate as many of these problems as possible, so that better education can take place.

Many of the areas in which the migrants live lack adequate health facilities. Public clinics or hospitals, where they exist, may be a substantial distance from where the migrant families live and may operate at hours that make it difficult for the migrants to use the services. Migrant families often find it difficult to obtain services and treatment because of community prejudices or because they cannot immediately pay for the services they receive.

Quite often migrant parents do not realize the need for preventive examinations and care or do not have the money to pay for such care. The result is that many migrant children receive little or no health care at all.

Since the Migrant Education Program identifies the children and transports them to a school or project, it is ideal for organizing the children and assisting in the provision of health services.

Services Provided

The Health Program, using the projects or schools as a base, provides the following services:

1. A complete physical examination for each child by a registered nurse or medical doctor.
2. Treatment of physical or emotional problems when required.
3. Vision screening, the services of a mobile eye care unit staffed by an ophthalmologist, and provision of eyeglasses when required.
4. Dental screening and preventive and restorative care.
5. Diagnosis of, and therapy for, neurological impairments, emotional disturbances, and communication handicaps.

Program Direction

The health program is administered by a program coordinator who is responsible to the State Director of Migrant Education. The coordinator is responsible for all aspects of the health program.

Because she was a school nurse and a president of the New Jersey School Nurses Association, the coordinator has wide and varied contacts which have enabled her to secure the use of facilities and the cooperation of people, both in and out of the medical profession, that might have been unavailable otherwise. The coordinator prefers to deal with nurses, doctors, hospital administrators and all other people on a face to face

basis. She spends most of her time in the field providing personal guidance and assistance.

The health program coordinator maintains a close liaison with the staff of the recruiting program and with other agencies that serve migrants. By doing so, she is able to coordinate and make use of the activities and services of various agencies such as the Commission for the Blind, The Crippled Children's Commission, The New Jersey State Department of Health, and the New Jersey Medical and Dental College.

PROGRAM DESCRIPTION

General Health Care

General health screenings and examinations of migrant children are very important if problems are to be located early and spread of communicable diseases among the children is to be minimized. The program tries to have a doctor on hand to give physical examinations, but this is not always possible because of the unavailability of doctors. Quite often the initial examination is given by the nurses and children with problems are examined by a doctor on a referral basis.

During the summer, the program provides direct services to the migrant children through the migrant education projects. During the regular school session, the migrant health program supplements the services available through the regular school health programs.

Doctors

The Program Coordinator has arranged for the assistance of twelve doctors who provide services to the program on one day each week. They are reimbursed on an hourly basis by the Office of Migrant Education. The doctors visit the schools where the projects are operating, give examinations, examine referrals who the nurse has already examined, prescribe medication, and refer children for further treatment if it is needed.

Nurses

Each school which has a migrant summer project has a full-time project nurse who is paid by the Office of Migrant Education. In 1973 there were sixteen nurses in the summer program. The nurses are all certified or registered. The return rate for the nurses is about 80%, so the need for pre- and in-service training is lessened. The program sponsors a one-day workshop for the nurses in which the goals, objectives and special problems of the Migrant Education Program are discussed. The nurses are also trained and reviewed in the use of the MSKTS. The nurses attend all regular pre- and in-service training sessions which are provided for regular teachers.

Each nurse is responsible for maintaining health records, giving immunizations when necessary, providing physical examinations if

no doctor is available, administering the initial vision screening, providing first aid, and advising the project administrators of issues related to the health of the children.

The coordinator of the health program feels that the nurses could have a greater impact if they were also able to visit migrant families at their camps or houses. Presently, camp or house visits are made by public health nurses. The coordinator also feels that the nurses could be used to a greater extent for teaching health in the classroom.

General Treatment

Each nurse at a project site has first aid materials and various prescription and non-prescription drugs which she is allowed to dispense. If serious health problems are discovered by a doctor or nurse, immediate steps are taken to treat the problem. The migrant health program has four criteria for referring a child for special treatment:

1. Can the condition be improved?
2. Will the condition become chronic and affect the child's future health?
3. Will the condition become serious and endanger the child's survival?
4. Can the condition cause specific learning disabilities?

The program has arranged special referrals at hospitals or clinics where children with serious problems can be sent. In all cases, a physician or the program coordinator makes the appointment and the program provides the necessary transportation. The "motto" of the health program is "First, treat the child, then worry about how to pay for it." If the treatment cannot be paid for by Medicade, The Crippled Children's Commission, the parents, or some other means, the Office of Migrant Education will provide the payment from a special emergency fund which is kept for that purpose.

Vision Care

Vision problems are a serious deterent to learning in the classroom. Diagnosis of vision problems is important, but must be accompanied by corrective action if it is to be effective. The health program provides both the diagnosis and the corrective action.

Screening

Initial vision screening of all students is done by the school nurses. Children with visual acuity of 20/40 or above or with perceptual problems are referred to the mobile eye unit or to a local ophthalmologist for further examination. Since appointments with local ophthalmologists are difficult to obtain, and may require a waiting period, most referrals are seen by the mobile eye unit when it visits the school.

The Mobile Eye Unit

The mobile unit is housed in specially equipped self-contained bus which is owned and operated by the New Jersey Commission for the Blind. It is staffed by a permanent custodian who moves it from site to site, provides maintenance, and assists the ophthalmologist by maintaining records, dilating eyes and keeping order among the patients. A different ophthalmologist staffs the unit each day that it functions. They are reimbursed for their services at the rate of one hundred dollars a day.

Under an agreement between the Migrant Education Program and the Commission for the Blind, the migrant program pays the commission two thousand dollars per year. In return, the commission provides the mobile unit and its coordinator, arranges for the services of the ophthalmologists, and provides the funds to reimburse them.

During the summer months, the mobile unit serves migrant project schools. It stays from one to four days at each site and can examine about thirty children a day.

Examinations

The front third of the bus is partitioned off as a waiting room where referred children have their records prepared and their eyes dilated

by the coordinator. All of the equipment necessary for a complete examination is housed in the rear two-thirds of the unit and the children are examined there. After the examination, each child carries the resulting diagnosis or prescription back to the custodian who records it and forwards it to the school nurse.

Corrective Action

Not all of the children who are referred to the mobile unit require treatment or corrective action, however, many do. Serious cases of vision impairment are referred to the Archway School, to private ophthalmologists or to hospitals for further examination, treatment, or surgery. If funds are not available from another source to pay for the services, the Migrant Education Program will provide the funds. If the only treatment needed is corrective lenses, the child is fitted and the glasses provided by the Migrant Education Program. Through a special agreement between the program coordinator and a local optician, the program can secure a pair of glasses with shatter-proof lenses for the Medicade rate of seventeen dollars.

Results

More than 150 pairs of eye glasses were secured in 1972. Several surgical operations have taken place. The survey team met one young girl, who had been seriously visually impaired, and who had undergone surgery, paid for by the program, the year before. She was functioning normally in the classroom.

Dental Care

Among migrant children, dental deterioration is a serious health problem. Dental hygiene is rarely practiced and the children's diets often do not contain the nutrients necessary for dental health.

Staffing

The dental aspect of the migrant health program is administered jointly by the Office of Migrant Education and the Dental Division of the New Jersey State Department of Health. The Office of Migrant Education pays $25,000 per year to the Department of Health which provides eight dental hygienists, nine dentists, and the necessary equipment for examination and treatment.

Screening

The children are initially screened by the dental hygienists who precede the dentists into migrant education program project schools. Students with the most serious problems are referred to the dentist first. Those with lesser problems are taken care of later, if time permits. The Health Program provides each child in the summer projects with a toothbrush and toothpaste. The hygienist gives instruction in dental hygiene and tooth care during the screening.

In previous years, dental students were available, under a grant from the U.S. Department of Public Health, to aid the screening process and teach dental hygiene. They are not now being used, apparently because of a lack of funds.

Treatment

The children are treated by dentists using small mobile units or portable chairs and units which can be installed at the migrant project school sites. Most treatment can be accomplished by these portable units, however, if more serious treatment is required, the children are referred and transported to private facilities.

Mobile Dental Health Trailer

The Office of Migrant Education in conjunction with the Department of Health has recently opened a twelve by forty-eight foot dental trailer which is expected to greatly increase the program's capacity for dental services. Built at a cost of more than $65,000, the unit is mobile and completely self contained. It has its own insulated water storage system, a heat and air conditioning system, a electrical system powered by a built-in gasoline generator, and its own holding tanks.

A waiting room, which functions as a classroom, is included with television and video tape equipment as well as sinks and dental models for instructional purposes. The unit houses two dental treatment rooms containing

modern equipment, lead shielded X-ray facilities, a laboratory, and a large amount of storage space.

The unit will be used year-round and will be staffed by personnel from the Department of Health and the New Jersey Medical and Dental School. It is estimated that the unit will provide service to about two thousand migrant children a year. During the winter months, the unit will also provide services to migrant adults.

Psychological Care

Treatment of emotional and mental handicaps and, in some cases, physical handicaps is provided under a contract with the Archway School at Atco, New Jersey. The school and its program are presented in the following case study.

FOLLOW-UP ACTIVITIES

The need for follow-up activities is greatly reduced because the migrant health program provides treatment for health problems that are diagnosed. When parents sign the migrant education program's enrollment form for their children, they also give permission for medical examinations and treatment for the children. This permission is regarded by the program

as sufficient to allow minor physical and dental treatment such as immunizations, drugs, first aid, eye glasses, and tooth fillings or extractions.

For more major treatment where hospitalization, surgery, or special equipment is required, the parents are consulted and counseled about alternatives and about post-treatment care. In cases where the migrant family remains in New Jersey, the program follows-up through the school nurse. The only follow-up for children who leave New Jersey is through the MSRTS. In special cases, such as the provision of a hearing aid or very special eye glasses, the health program went to great effort to find the students who left before the special items were ready, and ship the items to them.

NEW JERSEY OFFICE OF MIGRANT EDUCATION
THE ARCHWAY SCHOOL
ATCO, NEW JERSEY

School Director: Dr. Irving Packer

NOTEWORTHY ASPECTS

In many cases, serious emotional or mental problems among migrant children are not treated because facilities are not available for diagnosis or treatment. The Office of Migrant Education has contracted with the Archway School for provision of diagnostic services and treatment for migrant children who may be emotionally disturbed, neurologically impaired, impaired by a communication handicap, chronically ill, or socially maladjusted.

The program with the Archway School is a noteworthy attempt to provide migrant students with special services which would not normally be available.

DESCRIPTION OF FACILITIES

The school is a privately run, non-profit facility for exceptional children. On its twenty-eight acre, wooded grounds, the school contains an eight acre lake, a daycare center, primary and secondary school buildings, and the Camp Happy Times Complex.

Classroom Facilities

The school facilities are all extremely modern. Classrooms are bright, well lit, and contain an observation room, hidden by two-way mirrors.

A small room where children may be separated for work on a one-to-one basis or where the professional team staff may consult with a teacher is also provided.

The primary and secondary buildings are each equipped with an indoor swimming pool and gymnasium facilities. The secondary building has a large wood and metal shop and an automobile maintenance shop. The school also leases two gasoline station garages and owns a sewing and clothing center where older students can be placed for work experience.

The professional child study team has special facilities for testing the vision, hearing and motor capabilities of the students. Health facilities and a registered nurse are present and the school has special arrangements with two hospitals for surgical and laboratory facilities.

Although there are not presently facilities for students to reside at the school, a state grant of $350,000 has been received for building a dormitory which will house about seventy-five students. The school also hopes to build X-ray, medical, and dental laboratory facilities in the future.

Camp Happy Times Facilities

Camp Happy Times is a recreational — educational summer camp for handicapped children. The children can be enrolled in one of two programs at the camp. In one program, the students spend half of the day

in regular classes and half at the camp. In the other program, the students spend the full day at the camp.

The camp operates like any summer camp. It utilizes college students as counselors and provides swimming, boating, crafts, and dancing activities along with pony cart rides and a group of animals that the children can visit, pet, and learn about. The staff has found that children who will not communicate with humans will often try to communicate with, and respond to, the animals.

The camp is well-designed with several covered activity centers and wide, level paths for wheelchaired students. The camper to counselor ratio is about four to one and in special cases, a counselor may be assigned to one student.

SCHOOL STAFF

The school has an excellent staff and staff selection procedures. The staff is divided into four areas:

1. Administrative
2. Professional Child Study Team
3. Teaching Staff
4. Aides

Administrative Staff

The school is administered by a small staff which is headed by the founder and director of the school. The director is assisted by a school advisory board consisting of several medical doctors, psychiatrists and psychologists, a New Jersey State certified psychological examiner, a State Department of Health hearing consultant, two university professors of special education, an attorney, a certified public accountant, two bankers, a rabbi, a minister, a college dean and a newscaster. Through his advisory board, the director is able to maintain wide and varied contacts for the benefit of the school.

Because Archway is a private school, it is not covered by many of the employment laws that govern New Jersey public schools. The director maintains complete control over the school and his decision is final on all matters.

Professional Child Study Team

All members of this team are involved in diagnosis and therapy. All must have at least a Masters degree and preferably a Doctorate in their field. They include such fields as Psychology, Child Development, Speech Therapy, and Audiological Testing. Medical doctors, surgeons, dentists, psychiatrists and ophthalmologists are called in as consultants when needed. The team evaluates each child, provides a prescription for teaching the child, and provides direction and guidance to the teaching staff through seminars and periodic consultations.

Teaching Staff

Thirty-five percent of the teaching staff has at least a Masters degree. All are certified in a specialized area of teaching and, since the children move from one classroom to another, the teachers always teach within their speciality area. The teachers are required to teach without books and to make learning a non-academic experience.

Aides

Each classroom teacher is assisted by an aide. The aides are required to have at least two years of college work. During the summer, the school hires college students to serve as aides and counselors for Camp Happy Times.

Staff Selection Procedure

The professional staff at Archway considers working at the school to be an opportunity to gain valuable professional experience. The director has many more applications for employment than positions available.

All staff is carefully selected, by the director, after submission of a very extensive application and set of references, and a personal interview. To be selected, the applicants must demonstrate a concern and compassion for handicapped children as well as the professional qualifications for the

position. The director chooses people who are willing to work as a part of a team and who are also involved in interests other than their work.

Each staff member, including all cafeteria and custodial staff, is bonded by a bonding agency and, therefore, is thoroughly investigated.

PROGRAM DESCRIPTION

Archway School is a receiving center for ten New Jersey counties that send children who cannot function in the regular classrooms. The children are bussed to the school and returned to their homes each day during the regular school session by their local school districts. In the summer, the migrant education program provides funds for the transportation of migrant children. Some children come from as far as seventy miles away.

The child study team at the school evaluates children who are referred by the LEAs. The evaluation includes the following:

1. General physical examination
2. Social service evaluation
3. Psychological
4. L.D.S.
5. Audiological testing
6. Speech evaluation
7. Neurological — when required
8. Psychiatric — when required
9. Classification

If a child is found to have a problem that is too serious to be treated by the local school system, the child will be admitted to the school. If the problem can be treated by the local school system, the child study team provides the local school district with a diagnosis of the child's problem and a prescription for teaching the child, and returns the child to the local district.

If a child is accepted by the school, the school's social worker visits the parents to explain the program and to allay parental fears that the child may be taken away. Often, the parents are brought to the school to observe the facilities and program. Little on-going parental counseling is done, apparently because of the distances involved in reaching the parents from the school.

Teachers at Archway teach small classes and are able to provide a great deal of personal attention. The school does not permit the use of books and minimizes programmed materials. Teachers are expected to plan their lessons very carefully, to make learning as non-academic as possible, and to give a great deal of themselves to the children. Surprise monitering visits are made by the child study team members, the school principals, or the school director. The director is very demanding and has been known to fire staff on-the-spot because he felt they were being lax in their duties.

Migrant Education Input To The School

During the summer, children from migrant education projects account for about fifty percent of the student enrollment at Archway. Migrant education funds provide a substantial part of the funding in the summer.

The school does not believe in categorizing children, and therefore singling them out as different from their peers. Teachers at the school are not aware of which students in their classes are migrants. The school practices total integration of the students. Although the staff members are very knowledgeable in their fields, they are far removed from the realities of migrant life and do not have much knowledge about migrants or the migrant education program.

NEW JERSEY OFFICE OF MIGRANT EDUCATION
MOBILE EDUCATIONAL UNIT PROGRAM
TRENTON, NEW JERSEY

Temporary Program Coordinator:		Emmett E. Spurlock, Director of Migrant Education
Number of Units	:	6
Total Investment	:	Approximately $600,000 since 1968

NOTEWORTHY ASPECTS

The Mobile Educational Unit Program is an attempt by the New Jersey Office of Migrant Education to provide supplemental or alternative approaches to regular classroom education for migrant students. The following aspects of the program are noteworthy:

1. It provides summer migrant projects and winter support programs with staff and equipment which might not have been available, particularly at elementary or junior high schools, for the supplemental or alternative education of students who are terminal or who are not responding to regular classroom education.

2. A broad range of subjects are offered by the units and several are designed to develop entry-level occupational skills:

   a. Industrial training and employment exposure.
   b. Keyboard skills.
   c. Automobile tune-up skills.
   d. Small engine/marine engine maintenance skills.
   e. Supplemental programmed curriculum for special needs.

3. In some cases, locally based industries are involved in the program.

4. The units are suited for use in continuing-education programs for adults who wish to develop various skills.

5. Until the program ceased, it was an excellent example of cooperation between two New Jersey state governmental agencies. It is still a good example of cooperation between the Office of Migrant Education of two states -- New Jersey and New York.

   In 1972, the Industrial Training Unit was sent to Camp Malloy on Long Island for the summer. The unit worked with many crippled children and devised special methods to allow wheelchaired and blind students to take part. In 1973, the Small Engine/Marine Engine Unit was sent to Pine Island, New York. The New Jersey Recruiters had discovered a significant migrant population which had not been identified before. The New Jersey Office

of Migrant Education was unable to institute a program in the area, but arranged for the children to be bussed to a program in nearby New York and loaned that program the mobile unit. The program at Pine Island used the unit for regular project classes and for adult night classes.

INTRODUCTION

The Mobile Educational Unit Program of the New Jersey Office of Migrant Education has recently undergone a change in its basic management structure and is somewhat uncertain about its priorities and direction.

Background

Originally the mobile units were a part of a cooperative program between the Office of Migrant Education and the Division of Vocational Education. The program consisted of fourteen units, eight of which belonged to the Division of Vocational Education. The remaining six units had been built and partially equipped by the Office of Migrant Education. Under the agreement for the program, the Division of Vocational Education provided the staff and equipment needed for the migrant units. The units served migrant education projects during the summer months and were available to all schools during the regular school session.

Because of a change in program administrators, the Division of Vocational Education redirected its use of mobile educational units and the cooperative program ceased.

The Office of Migrant Education is now completely responsible for equipping and staffing the six units which it owns. The units will continue to serve migrant education projects during the summer months, and during the regular school session, the units will only be available to New Jersey Migrant Winter Support Projects or to schools with a sizeable concentration of migrant students. The length of the courses taught in the units will be extended from the original four or five weeks to eight or nine weeks during the winter months.

Philosophy

The Office of Migrant Education feels that, in some cases, special equipment is necessary to supplement that which is available at local schools and that special, less academic, approaches must be taken to provide educational opportunities to students with special needs. The mobile units are available to the following children: migrant children, handicapped children, children who are not responding to regular classroom situations and terminal students who need to acquire an entry-level, saleable skill.

Each unit is specially designed to present a different subject. Some are used to supplement regular classroom teaching through the use of programmed materials. Others are used to provide initial exposure to employment situations and to develop basic work habits. Still others are used to actually develop entry-level skills in several occupational areas. A specially trained coordinator-teacher and an assistant accompany each unit to provide expert instruction and to maintain the unit.

Use and Maintenance of the Units

Each summer migrant education project and each winter support project or LEA, in which there is a substantial concentration of migrant students, may request the use of one of the mobile units. The services of the unit are free. However, the school is required to provide support as follows:

1. Set up a schedule for classes which coordinates the time requirements of the course to be taught in the unit with the school's class schedules.

2. Select students who are to participate in the program. While it is not required that all the students be migrants, it is necessary that a substantial portion be migrants and that all be disadvantaged or handicapped and in need of special assistance.

3. Make provisions for electrical current, single phase, 150 amps, 220 volts.

4. Have telephone service installed in the Mobile Unit.

5. Establish coordination with community organizations (when applicable).

6. Assign one liaison person for the Mobile Unit.

7. Provide supervision of students to and from the Mobile Unit and during scheduled breaks in instruction.

8. Provide public relations and press coverage (based on recommendations of Unit Coordinator).

9. Insurance -- The insurance carrier should be contacted by the school district to insure that:

   a. Students are covered while in the Mobile Unit just as they are while in the school itself.

   b. Vandalism and theft coverage for the regular school plant should be extended to include the Mobile Unit and its contents.

10. Arrange for local surveillance of the Mobile Unit.

11. Complete a comprehensive and objective evaluation of the program. (Evaluation form will be provided by the Coordinator, Mobile Units).

DESCRIPTION OF MOBILE UNITS

The survey team visited two of the mobile units, Small Engine/Marine Engine Maintenance and Industrial Training, while the units were in operation.

Small Engine/Marine Engine Maintenance Unit

The Small Engine Unit is designed to provide special-needs pupils (those who are handicapped, terminal, or not succeeding in the classroom or other vocational programs) and adults with a saleable, entry-level skill in the maintenance of small marine and non-marine engines. Students work at their own pace using programmed materials and actual motors. The unit coordinator and the assistant are available to provide advice and assistance to each student, if it is required.

Physical Description

The program is housed in a specially built mobile unit, ten feet wide by sixty feet long. It is totally self-contained and requires only an electrical power source. An eight by ten foot office in the middle of the unit, separates two identical work areas.

Each work area is composed of several study carrels, each of which contains the following material:

1. A motor, set upon a multi-position mount, which can be completely assembled and disassembled.
2. A tool cabinet containing every tool needed to disassemble and assemble the motor.
3. A small slide projector-viewer synchronized to a four-track tape cassette.

In each work area, special study carrels are set up for more specialized study such as hand and measuring tool programs and programs on the lower and upper gear housings of marine outboard engines. These carrels may or may not have the slide-cassette unit, but they have all necessary tools and materials. In all cases, the carrels contain the necessary charts and workbooks for whatever is being studied.

Course Description

The central program in the unit is the Ken Cook Transnational Corporation Small Engine Repair Program which incorporates sight, sound, and touch. The program is in English, but is being developed in Spanish also. Each separate operation in small engine maintenance is covered by a set of slides and a corresponding cassette tape. Under the guidance of the unit coordinator-teacher or his assistant, the student selects the tape and slides that correspond to his level of skill. Each student is also given an illustrated maintenance workbook which he uses during the program. At the end of the program, the

completed workbook can be kept by the student and serves as a repair manual for similar types of motors.

Each set of slides and cassette tape begins by acquainting the student with the basic tools to be used in the operation and ends with the completion of the operation. The procedure is basically the same at any skill level that student is at. After activating the viewer-cassette machine, the student turns to the proper page in the workbook which coordinates with the tape and slides. He sees, hears and reads what is to be done and then actually performs the directed procedure. The tape and slides stop automatically after all directions have been given and only restart when the student activates the machine.

Testing is accomplished in the same way. The student hears and reads the question. He then hears and reads three possible answers to the question. Each answer is color coded to one of the three colored buttons on the console. The student must select the correct answer and push the correct button. The machine will not proceed to the next question until the correct button has been pushed.

A student may repeat each operation, as many times as necessary, until he feels he has mastered it. The coordinator is available to give special aid and assistance as it is required, but the course requires almost no assistance or supervision.

The unit can accommodate from ten to fifteen students per class period. Periods vary in length from one to two hours depending on the special needs of the host school. At night, the unit can be opened to adults who wish to take the course.

Industrial Training Unit

The Industrial Training Unit is designed to provide special-needs pupils (those who are handicapped, terminal, or not succeeding in the classroom or other vocational programs) with exposure to an actual job situation and to develop basic work and social habits which are necessary to secure and maintain a position in an industrial setting. The students learn to work in concert with each other rather than on individual projects. The unit is not designed to develop actual skills in a specific occupational area.

Industrial Cooperation

The unit requires the cooperation of local business and industry in two areas — personnel interviews and material supplies.

1. Personnel interviews — the unit coordinator-teacher contacts a local business (Bell Telephone is often used) and arranges to have a professional personnel interviewer from that industry visit the unit, explain interviewing procedures to the students, and administer an actual interview to each student. This procedure takes place early in the course.

2. Material supplies -- the coordinator-teacher of the unit has arrangements with several businesses and industries in the state to provide the unit with the unassembled components of their final product. The students assemble and package these components in the same way that they would be assembled and packaged by the industry. The finished product is then returned to the industry.

   The project has assembled and packaged the following products:

   a. For Sport Craft -- Horseshoe, Ring Toss and Table Tennis game packages
   b. For Johnson and Johnson -- First Aid Kits
   c. For Lee Oil Filters -- Oil and Air Filter Kits

Special Programs

The Industrial Training Unit has been able to develop special methods for working with blind and wheelchaired students in an industrial assembly line atmosphere. The coordinator has devised a special time card with pin hole marks to enable blind students to master the use of the time clock.

Physical Description

The program is housed in a mobile unit 10 feet wide by 60 feet long. It is self contained and is provided with electricity, heat, and air conditioning by means of a 100 amp hookup supplied at the location. The physical layout provides for a 8 x 10 foot office and a 52 foot simulated, industrial assembly line. The unit is equipped with an intercommunication four-station phone system and a portable closed-circuit television and video tape facility.

Unit Office. The office area is in one end of the unit and can be completely shut off from the working area. The office is used for record storage, administration of interviews, and disciplinary problems.

Working Area. The working area consists of several sub-areas:

1. Stock and inventory — Shelves and cabinets are provided at the side of the room where raw materials are stored.
2. Assembly — Stations are provided at either side of the room for various sub-assemblies of material. A twenty foot conveyor belt with variable speeds and forward and reverse controls is used for the final assembly process.
3. Packaging — This area contains an automatic tape machine and a shrink pack for packaging goods in plastic.
4. Shipping — At one end of the unit, an over head door allows raw or finished materials to be loaded or unloaded.

Delivery Van. The unit is accompanied by a walk-in delivery van which is used to pick up and deliver materials. The van is used to familiarize the students with the processess of shipping and loading.

Course Description

Each daily class takes about two hours, depending on the needs of the host school, and the students have a ten minute "coffee break" in the middle of class.

At the beginning of the course, each student develops a personal data folder in which all personal data that is of use in filling out an employment application is recorded. The need for social security cards is discussed and the unit coordinator takes those students who wish to apply for a social security card to the nearest Social Security office.

The students then discuss employment applications and actually fill one out, using their own personal data folders, under the guidance of the unit coordinator. After the applications are filled out, the students use the intercommunication phone system on the unit to become familiar with the technique of calling and requesting a job interview.

Each student is given an actual job interview by an employment representative of a local business or industry. The interviews are video taped. After each interview, the employment representative critiques the student on his or her performance. The taped interviews are used by the whole class to supplement a discussion about the interviews.

After the interview, each student is "hired" and told to report to work. The use of a time clock is explained and the students discuss the necessity for punctuality and the problems of absenteeism.

All work performed in the unit is real. The materials are picked up from a local industry by means of the van. The students learn the processes of shipping and receiving, loading and unloading, and using shipping orders.

When the raw materials are received, the students learn to stock and inventory. Once the materials are ready for assembly, the process of fabrication is begun using the conveyor belt. The assembled item moves to

the packaging station where it is wrapped and finally to the shipping station where the items are boxed for shipping and loaded into the van.

The primary emphasis of the course is not the assembly of the item, but the related subjects of human relations, team work, safety, efficiency and accuracy. Periodically, the unit coordinator places one of the students in charge of the process and leaves the room. The coordinator can monitor the situation from the office, using the closed-circuit television, and the students learn to assume responsibility in his absence.

Once the assembled items are shipped, the students are each issued a non-negotiable payroll check. The class discusses payroll procedure, computation of wages, deductions, and employment insurance. The unit coordinator also discusses areas of banking and budgeting with the class and gives a presentation on opening bank accounts and cashing payroll checks.

Class sizes in the unit average around twelve students and two to three classes a day can be taught.

OBSERVATIONS

The survey team was very impressed by the mobile units, particularly because they were being used with migrant students of junior high school age and because three of them actually develop entry-level occupational skills. Since migrant students tend to drop out of school early, vocational education, along with their regular academic subjects, is vital to their future.

NEW JERSEY OFFICE OF MIGRANT EDUCATION
PILOT V PROGRAM
TRENTON, NEW JERSEY

Program Coordinator	:	David H. Daisey
Participating School Districts:		6
PL 89-750 Funds	:	Approximately $296,000 over two years.

NOTEWORTHY ASPECTS

Pilot V is a New Jersey Office of Migrant Education pilot project in the development and use of video taped, bilingual, supplemental, and teacher-controlled curriculum that is designed specially for migrant students. The following aspects of the program could be considered noteworthy:

1. The curriculum is bilingual and designed specifically for migrant students.

2. Use of the curriculum is controlled by the teachers.

3. The project has developed excellent cooperation with the local and state representatives of the communications industry. The television and radio media of New Jersey have been cooperative in publicizing the migrant education program.

4. The project has potential for increasing intrastate and interstate cooperation, through the placement of series of tapes and lesson plans in each state in the migrant stream. This would provide a measure of continuity to the education of migrant students.

INTRODUCTION

The Pilot V project has been inaugurated in six school districts in southern New Jersey and is administered by the New Jersey Office of Migrant Education. The Office of Migrant Education is committed to the concept, and has expended approximately $296,000 developing the project over a two-year period.

Objectives

The objective of the Pilot V program is to develop, and evaluate the use of, specially designed video tapes and lesson plans which are coordinated with the regular school curriculum to supplement the education of migrant children. Each tape and lesson plan is designed to be used with entire classes, small groups, or individual students.

The entire program of taped sequences and accompanying lesson plans is designed to supplement regular classroom materials in language development, reading, mathematics, and social awareness. Wide use of the program could provide sequence and continuity to the educational programs for migrant children.

Curriculum

The program curriculum is unique because it is a combination of three types of curricula:

1. Bilingual curriculum — Since many migrants do not speak English as their primary language, English and Spanish video tapes are provided for each educational concept which is covered.

2. Supplemental curriculum — The materials developed by Pilot V can be included in the curriculum of any school.

3. Teacher controlled curriculum — Since the programs are not transmitted from a central location, and since they are entirely supplemental, each teacher can decide when, and with whom, they should be used.

Approach

Each educational concept that is taught is approached in the same manner. One video tape and lesson plan covers one concept. In a series of tapes that is currently being developed, each tape and lesson plan covers one letter of the alphabet. The lesson plan is very specific about what is to be presented and the order it is to be prepared in. The approach is divided into four activities as follows:

1. Pre-tape activities — Activities which focus student attention on the concept to be presented via video tape. In the alphabet series, the students begin by coloring a large picture of the letter to be learned and discussing its shape. They learn the names in Spanish and English of three objects, that have the sound of the letter, and color pictures of the objects.

2. Video-tape viewing — The students view the tape which presents the concept being studied. In the

alphabet series, each tape lasts about eight to twelve minutes. The letters are presented through the fantasy world of a bumbling magician and a lost migrant boy in a magic forest.

3. Post-tape activities — Follow-up activities which reinforce the concept presented on the tape. The students review the sound and words they have learned, discuss the tape, and attempt to find other objects in the classroom with the same sound as the letter they have learned.

4. Evaluation activities — Simple validation forms are provided to evaluate the effect of the tape and pre- and post-teaching activities. In the alphabet series, each student is given a test sheet with four rows of four pictures. The pictures are simple and present objects such as a coloring book or a snake, concepts such as a boy who is happy or sad, or representations of the characters in the tape that was viewed.

   The students are asked four questions, each corresponding to a row of pictures. The students mark an X through the picture which represents the answer to the question.

   As an example, one row of pictures on a test sheet represents a dog, a cat, a snake, and a rabbit. The teacher asks the question, "Marvello thought he stepped on an animal whose hissing sound is the same sound as for the letter 's'. Which picture is the animal which Marvello thought he stepped on?"

PROGRAM DESCRIPTION

The Pilot V project is the responsibility of the New Jersey Office of Migrant Education which funds and administers the project. The Office of Migrant Education is aided by two Pilot V advisory councils:

1. Citizens' Advisory Council
2. Professionals' Advisory Council

The Citizens' Advisory Council is composed of more than fifty parents and interested citizens. The observer noted that, although many names on the advisory council roster appear to be Mexican-American or Puerto Rican, all were from New Jersey. It is very likely that many people on the council may be intrastate or settled-out migrants, but it does not appear that any interstate migrants are on the council.

The council's function is to involve interested parents and citizens in the development of the Pilot V program. The council's primary contribution to the development of Pilot V was during the initial needs assessment survey when the basic philosophy and objectives of the program were being developed.

The Professionals' Advisory Council is composed of professional educators, communications industry representatives, television technicians, and Pilot V senior production staff. The council's function is to evaluate, and make recommendations regarding, the production costs and educational values of the video tapes. The council also evaluates and makes recommendations regarding the overall Pilot V approach.

The development of the Pilot V program is divided into three separate areas:

1. Production
2. Delivery
3. Evaluation

Production

The production aspect of the Pilot V program is the responsibility of DPR Associates, educational consultants to the New Jersey Office of Migrant Education. The DPR Building in Newfield, New Jersey is the center for all production activities. The production process is as follows:

1. One teacher from each of the six participating LEAs is selected to work as the Pilot V coordinator for that LEA and is freed from classroom duties. These six teachers and several professional, educational consultants form a curriculum development team to develop lesson plans for the educational concepts which are to be presented.

2. The lesson plans are reviewed by the Director of Curriculum and an educational media consultant. The production team reviews the plans for production considerations.

3. The plans are sent to professional script writers, who produce a script for each lesson plan unit.

4. The script is reviewed by the curriculum development team, the Director of Curriculum, the educational media consultant, and the production team, to see that it meets all education and production requirements.

5. Each unit is taped using professional actors and, in some cases, migrant students as participants. The tape is edited and one copy is made with dubbed Spanish.

6. The two completed tapes are reviewed by an evaluation committee of senior curriculum and production staff.

7. The two tapes, Spanish and English, are copied onto one-half inch tape and sent to the LEAs along with the lesson plans.

The total time for the production of one lesson plan unit is from ten to seventeen weeks. As many as six units may be in some stage of production at any time.

Delivery

The New Jersey Office of Migrant Education is responsible for the delivery of the curriculum to the students. As previously indicated, one teacher, from each of the six LEAs participating in the Pilot V project, is selected as the Pilot V coordinator for the LEA. Each LEA is provided with approximately $4,000 worth of equipment, including a television camera and receiver, a video-tape recorder, a microphone, a tripod, and a cable.

The Pilot V coordinator for each LEA is trained in the use and maintenance of the video tape equipment. The coordinator reviews the lesson plans with the teachers and trains the teachers in the use of the equipment. The equipment is available for use, by the students, for student productions.

Each teacher can request use of the tapes and equipment at the time that the students are considered ready. The use of the curriculum is entirely controlled by the teachers.

Evaluation

The Pilot V project is currently being evaluated by an indepedent educational consultant. The evaluation involves the use of experimental and control groups and the administration of two tests: THE PEABODY INDIVIDUAL ACHIEVEMENT

TEST and FROSTIG'S DEVELOPMENT TEST OF VISUAL PERCEPTION. The evaluation will be completed in June, 1974.

FUTURE CAPABILITIES

The New Jersey Director of Migrant Education states that the future possibilities of Pilot V are limitless:

1. The project is being expanded to include the implementation of media centered public relations campaigns to publicize the migrant program. Six television programs have thus far been used to outline the problems of migrants and to explain the migrant education program. The project is also beginning to use Spanish language radio stations to publicize the program.

2. Industries with a vested interest in migrant farm labor are being asked to participate in the development of the Pilot V project. Many are expected to aid the project in the future.

3. The tapes and video equipment could be utilized for purposes of adult education.

4. The project expects to develop interstate cooperation by placing its tapes and lesson plans in the various migrant education projects in states of the migrant stream. This would provide a measure of continuity to the education of migrant children.

5. As teachers, become more familiar with the possibilities for using video tape in their classrooms, the development of student produced tapes, for motivational and educational purposes, is expected to increase.

TITLE I — MIGRANT SUMMER SCHOOL
WILLIAMSON CENTRAL SCHOOL
WILLIAMSON, NEW YORK

Project Director	:	Ester L. Aldridge
Student Enrollment	:	69 Migrant Students 60 Title I Students
PL 89-750 Funds	:	$65,792.45
Teachers	:	25
Aides	:	26

NOTEWORTHY ASPECTS

The observers consider the following aspects of the program to be noteworthy:

1. The project makes excellent use of photographic equipment to motivate the children and to provide learning experiences. The children use simple cameras to take pictures of themselves or other objects or situations. Each child then writes a story about his photograph and mounts the photograph and the story on bright poster paper. These are displayed throughout the school.

   Many pictures of the children going about their daily activities are also displayed throughout the school.

2. The project has the most extensive Black studies course that was encountered during the entire survey. The course has been developed and is taught by two Black staff members. Designed for third to sixth grade students, the course is divided into two parts which are taught for four and one-half hours each week. The first part of the course explores Black African heritage, African life styles and culture and African contributions to the world. The second part explores Black American history and personalities.

   The two Black teachers have also been very instrumental in sensitizing the project staff toward the migrants and their lifestyles.

3. The school has a permanent medical and dental facility, which is staffed by an Army Reserve group on one Sunday and two Thursday nights each month. All treatment is free.

4. The project has a cooperative arrangement with the Wayne Fingerlakes BOCES Summer Migrant Program for Handicapped Children. The program is for emotionally handicapped children, functions in an adjacent building, and accepts emotionally handicapped migrant and Title I students from Wayne County. Students from the program for the handicapped use the cafeteria facilities and shop facilities of the regular program.

The BOCES project functions for six weeks, has a director, three teachers, three aides, eighteen students (seven are true migrants), and is funded by $15,000 from PL 89-750.

5. The harvest season in New York lasts beyond the time that regular school starts and many migrant students are enrolled in fall programs. Summer programs are required to close two weeks before the beginning of the regular session, so that maintenance of the buildings can be accomplished. The project has established a two week day camp for this period which will be staffed by three teachers and ten aides. The day camp is held on the school playground and provides a crafts, recreation and home economics program. A morning snack and lunch is served to the students.

6. The staff is allowed great latitude in developing their own methods within the program. The Black studies program was developed by extra staff effort. One teacher has established his own token reward system, in which the children are rewarded with tokens for good classroom performance. The tokens can be redeemed for candy or small personal items.

INTRODUCTION

Williamson Central School is located in the city of Williamson, in Wayne County, New York. Wayne County is primarily an agricultural county, hosts fourteen percent of New York's migrant population, and uses migrant labor for fruit and vegetable crops such as cherries, apples, peaches, pears, prunes, and tomatoes. There are several migrant education projects in Wayne County.

Migrants

Most of the migrant students at the project are from families who live in small, scattered migrant camps in the vicinity of Williamson.

Almost all of the migrants in the area are Black and are from Florida. They come directly to New York, stay for the harvest season, and return directly to Flordia when the harvest is complete.

Many of the families return to the same farm and camp every year and several families have settled out in the area.

PROJECT DESCRIPTION

The project at Williamson Central School is a good example of a program with traditional goals that is administered by a strong director and supported by a dedicated staff.

The project totally integrates the migrant education program and the special Title I remedial summer school and runs them as one unit. Students are also accepted from two nearby school districts which have no summer program for migrant or other Title I students.

Project Staff

The project staff works quite well together and has a good grasp of the goals and objectives of the migrant program. It was noted that, while the project is striving for the traditional goals of improving the academic abilities of the students, each staff member is encouraged to develop special items, or courses, that will fit into the overall program and improve it. The previously mentioned Black studies program and token reward system are examples.

Staff selection plays an important part in the project. All teachers must be from within the school district. Each must submit an application, references, and a philosophy statement. The director interviews each applicant and also checks with the school principals for recommendations. Since the director is a teacher during the regular session, she is familiar with many of the teachers in the district. The director selects elementary school teachers who demonstrate a definite interest in children and who are flexible enough to work in an individualized classroom situation. In 1973, twenty-three out of twenty-five teachers had worked at the project the year before.

The classroom aides must also submit applications, references, and philosophy statements. The director interviews each applicant and checks references when possible. Vacationing college students or recent high school graduates who live in the school district are considered. The director waves the requirement for living in the school district if the applicant is Black, or an ex- or current migrant. Several aides have been with the project for three or four years. Through a cooperative arrangement with the Neighborhood Youth Corps, two aides are provided to work at the project.

The staff of the project is well-trained. Twenty-three of the twenty-five teachers have attended a thirty-hour training course at the Geneseo Migrant Center in individualizing instruction for migrant children. All but one of the teachers attended a Project Alert workshop in reading and reading development. Nine of the aides attended a one-week workshop at

the Geneseo Migrant Center on the education of migrant children. Both teachers and aides receive two days of orientation and training immediately prior to the opening of the project. The high return rate of project staff members has lessened the need for extensive pre- and in-service training.

Program

The program runs for six weeks with an additional two-week day camp at the end of the program. Classes are provided for children from three years of age through twelve to thirteen years of age. The project offers traditional subjects to all students. Reading, writing, arithmetic, English and spelling, health and science, art, music, industrial arts and physical education are offered. Swimming instruction is also offered to students above the second grade in conjunction with the Williamson Township Youth Program. Field trips are provided, for fun and exposure purposes, to a zoo, an amusement park, a picnic area and local farms.

The project stresses language arts, particularly speaking, listening, and following directions. The project participates in the Project Alert Summer Reading Program and a reading consultant is available to work with the students, diagnose problems, and counsel the teaching staff on improvement of methods of teaching reading.

Classes are small and relatively unstructured. The teachers and aides work with the students in small groups and the observers noted many instances of one-to-one individual attention. The teachers are encouraged to build on the experiences of the migrant children in the areas they have visited and the things they have done or seen. Each class has a collection of environmental objects which the children collect and then explain or write about.

DIXON CAMP MIGRANT INFANT CARE PROGRAM
DIXON CAMP
DIXON, CALIFORNIA

Region II Preschool Coordinator:		Yolanda M. Holt
Student Enrollment	:	32
PL 89-750 Funds	:	July-December, 1972-$35,609.15 July-December, 1973-$29,711.86
Teachers	:	1
Aides	:	13

NOTEWORTHY ASPECTS

The infant care program for migrant infants operates in conjuction with a pre-school program at Dixon Camp, California. The following aspects of the program are noteworthy:

1. The infant care center is located in an actual migrant camp and no bussing or travel is necessary to bring the children to the center.

2. The infant care center accepts children from the camp from four weeks to two years of age. Most migrant education programs do not serve this age group of migrant children.

3. The children may arrive at the center as early as 5 a.m. and may stay as late as 5 p.m. This extended service allows parents to bring the infants directly to the center before they depart for the field and to pick the infants up when they return from the fields. The infants do not have to be left in the care of older siblings for any period of time.

4. Older children, who might usually have to care for the infants, are free to attend school.

5. The infant care center is more than a babysitting service. It provides child development activities that are vital to the educational and physical development of the infants.

6. The center provides employment to migrant mothers and a chance to improve their ability to care for their own infants. It also provides training in child development to all migrant parents in the camp who wish such training.

INTRODUCTION

Dixon Camp is a migrant housing center situated near the small town of Dixon, California in the Sacramento Valley. The area

is well suited for crops that require irrigation and migrant labor is used primarily for tomatoe and sugar beet crops.

Dixon Camp

Built and managed by the state and federal governments under a Flask Peak Housing Contract, Dixon Camp covers about four acres and contains a school complex consisting of a pre-school and separate infant care center, an administrative office, a garage and repair shop and one hundred and thirty-four houses for migrant families. The houses are small and constructed with plywood. They are clean, screened, painted, and have electricity and plumbing. The camp is completely fenced and the roads are spotted with speed humps which makes it safer for the many children who live there.

Dixon Camp opens in April, closes in October, and is always filled to capacity. Since the camp services (the garage and the school complex) are open only to those living in the camp, the families often line up and sleep outside the gates the night before the camp opens so that they will be able to secure a house.

The camp is considered stable since most of the families stay about six months and try to return year after year. The camp manager has an advisory council, selected by the migrants, which helps to run the camp.

In 1972, the camp housed 134 families which totaled 718 persons. Of this total, 375 were actual workers and 302 were children. The camp turned away 182 families because there was no room. 1/

Rent for each house at Dixon Camp is one dollar per day, or two dollars per day if any person living in the house is employed by the camp management or by the school.

Migrant Families

All of the migrants at the camp travel as families and many of the families are closely related. The camp is 100% Mexican National and Mexican-American. In 1972, 13% of these families were from California, 26% were from Texas, and 49% were Green Card Commuters from Mexico. 2/ Although the overall appearance of the camp is not one of extreme poverty, the families are quite poor. In 1972, the 134 families at Dixon Camp earned an average annual income of $2,857. Only three families at Dixon Camp earned an annual income of more than $5,300 and forty families earned an annual income of less than $2,000. 3/

1/ California Department of Human Resources Development, Annual Operational Summary Migrant Family Housing Centers, January - December 1972, A Report Prepared by the Migrant Services Section (Sacramento: Department of Human Resources Development, 1973), Table 1.

2/ Ibid., Table 11.

3/ Ibid., Table 7.

Camp School Complex

There is a good sense of community among the people of the camp and they are very supportive of the school and its programs.

To supplement its program, the school maintains close rapport with the advisory council and with the parents. Volunteer mothers are sometimes used as aides at the school and the staff gives classes for parents on making simple toys from household items, recognizing child development problems, improving health and nutrition, and being a better parent. The classes are offered after working hours and the head teacher reported that they are well attended. The effects of the parental classes and periodic meetings with school personnel are demonstrated by the following example:

> In response to a remark from the observer that not much of the children's work was displayed in the classrooms, the staff stated that this was not so in the past. A great deal of the children's work was always on display. At a parental meeting, the state director of migrant education told the parents of how proud he used to feel when his parents would complement him and display his schoolwork at home. He reminded the parents of how they liked complements on their work and urged them to "make a fuss" over their children's work and to display it in their homes. The parents responded to the suggestion and now the children cannot wait to take their work home. The work is "on display" in the houses of the camp.

The camp school complex, consisting of a pre-school building and a separate infant care center, is completely enclosed by chain link

fencing. The area is grassed and playground equipment of pre-school and infant size is provided for the children as well as sand boxes, tricycles, and wagons. Security of the playground and school facilities is provided by the camp advisory council which has prohibited older children from entering the school yard and breaking the play equipment which is much too small for them.

Pre-School Center

The children attend the infant center until they reach two years of age, at which time they are transferred into the pre-school. The pre-school consists of an administrative office, a cafeteria, and four classrooms. It is staffed by the head teacher, a social worker, one cook and two helpers, six certified teachers and eleven aides. All of the teachers are bilingual. All of the children speak Spanish and the classes for the younger ones are conducted in Spanish. English is gradually introduced in the classes for the older children.

Infant Care Center

The infant care center is administratively supervised by the pre-school head teacher, but functions as a separate unit under an assistant head teacher. Enrollment is on a first come first served basis until the program is filled. The infant care center was the focus of the study.

THE INFANT CARE CENTER

The infant care center at Dixon Camp is part of a pilot program for migrant infants which has been developed by the California Migrant Education Program. The California state director indicated that there was a need to provide some type of program for migrant infants. Very few alternatives are available for caring for children who are too young to attend pre-school programs:

1. They may remain home with a parent. This removes one parent from the fields and from helping to provide economic support for the family. Since the annual income of the migrant families is so low, it is imperative that both parents work as much as possible.

2. They may remain home with brothers or sisters or with another relative. This prohibits the other siblings from attending school and leaves the infants in the care of those who may not be skilled in child care or development.

3. They may accompany their parents to the fields. In the fields the children are left unattended and the following article from the Los Angeles Times, September 14, 1973, is indicative of what often occurs when children are taken to the fields.

> A four-month-old baby left in a basket while his mother worked in a vineyard near the Fresno County town of Caruthers was killed when the basket was struck by a tractor. Officers said Richard Perez was driving a tractor down a row of vines when it struck the basket and threw the infant, Jose Antonio Gomez, beneath the wheels of a gondola the tractor was towing.

There is a great necessity for programs that furnish care for migrant infants and that provide them with educational and developmental activities at a critical stage of their development.

Staff

The infant care center is staffed by one certified teacher (the assistant head teacher) and thirteen aides. In previous years the center used two certified teachers, but this year, due to an administrative decision, the other certified position was eliminated. The head teacher for the school complex helps periodically, but cannot be available full-time because of her responsibilities at the pre-school.

Due to the extended hours of the program at the center, the schedules of the teacher and aides are staggered so that a maximum number of persons are present at periods of peak activity such as arrival, departure, meals, and class period.

Since there is only one teacher, she is unable to be at the center during all of the hours of operation. She tries to schedule her time so that she is there during the periods when her supervision is most necessary.

The aides work an eight hour day with two hours off sometime during their schedule so that they may rest.

Assistant Head Teacher

The infant care center is supervised by an assistant head teacher who is responsible for all aspects of the infant care program including training the aides, supervising their activities, and developing and supervising the educational activities of the infants. The teacher is bilingual and has had previous training in working with infants.

Aides

Of the thirteen aides at the center, only one (a non-migrant, community aide) speaks no Spanish. She has been directed by the teacher to speak to the children only in English, so that they will begin to become accustomed to it. The rest of the aides are all Mexican Nationals or Mexican-American women who, while they may speak some English, are not fluently bilingual and converse with the children and each other mostly in Spanish. The women are all younger, between twenty and forty years of age and, although it is not a requirement for employment, some of them are or have been migrants and six are from the camp itself. Most of the women have children of their own.

Staff Selection and Training

Selection

Selection of the infant care center's staff (teacher and aides) is done by the head teacher and the Office of Migrant Education's Region II Pre-School Coordinator. The teacher who will supervise the infant care center is selected on the basis of knowledge, past performance, and professional qualifications.

The selection procedures for the aides seem to be somewhat nebulous. Applicants are interviewed and questioned about why they wish to work at the center, what their interests are, and whether or not they have children themselves. Preference is given to a core of people who return year after year. This year, ten out of the thirteen aides are returnees. With the exception that all must pass the required physical examination and be able to stand the physical strain of the job, there seems to be no set criteria for selecting the aides.

Training

No specific training sessions are provided for the supervising teacher. She is selected from among the teachers who teach at the pre-schools in the various camps and is expected to be knowledgeable in her field and about the migrant education program. Although no incentives

are provided to encourage the assistant head teacher to further persue her education, she is taking special infant and child development and psychology courses at a local college.

Training for the aides falls into two categories — administrative and practical. Administrative training takes place in regular sessions early in the school year with the head teacher and the pre-school coordinator. During these sessions health and education requirements are discussed, the need for health examinations and health practices is presented, the need for Social Security Cards and the use of time sheets and other administrative forms are discussed. Actual training in the practical aspects of working with the children and in the duties of an aide is much less structured. Some pre-service training is given in the form of lectures, but the center relies more on actual "hands on" training while working and "on-the-spot" corrections and directions from the supervising teacher.

It was noted that while this on-the-job training could be very beneficial to both the aides and the project, it needs to be closely supervised by the professional staff. The observer felt that the assistant head teacher was doing a good job, but was unable to provide the needed supervision, in all cases, because she was so busy.

Facilities

Building and Utilities

The infant care center is housed in a mobile building that can be separated into two parts for transport. The unit is permanently set up on a cement foundation with a porch built on one side and a utility and office area built on the other side. The building is heated and air conditioned to maintain a fairly constant floor temperature and is separated from the pre-school to insure the needed quiet atmosphere.

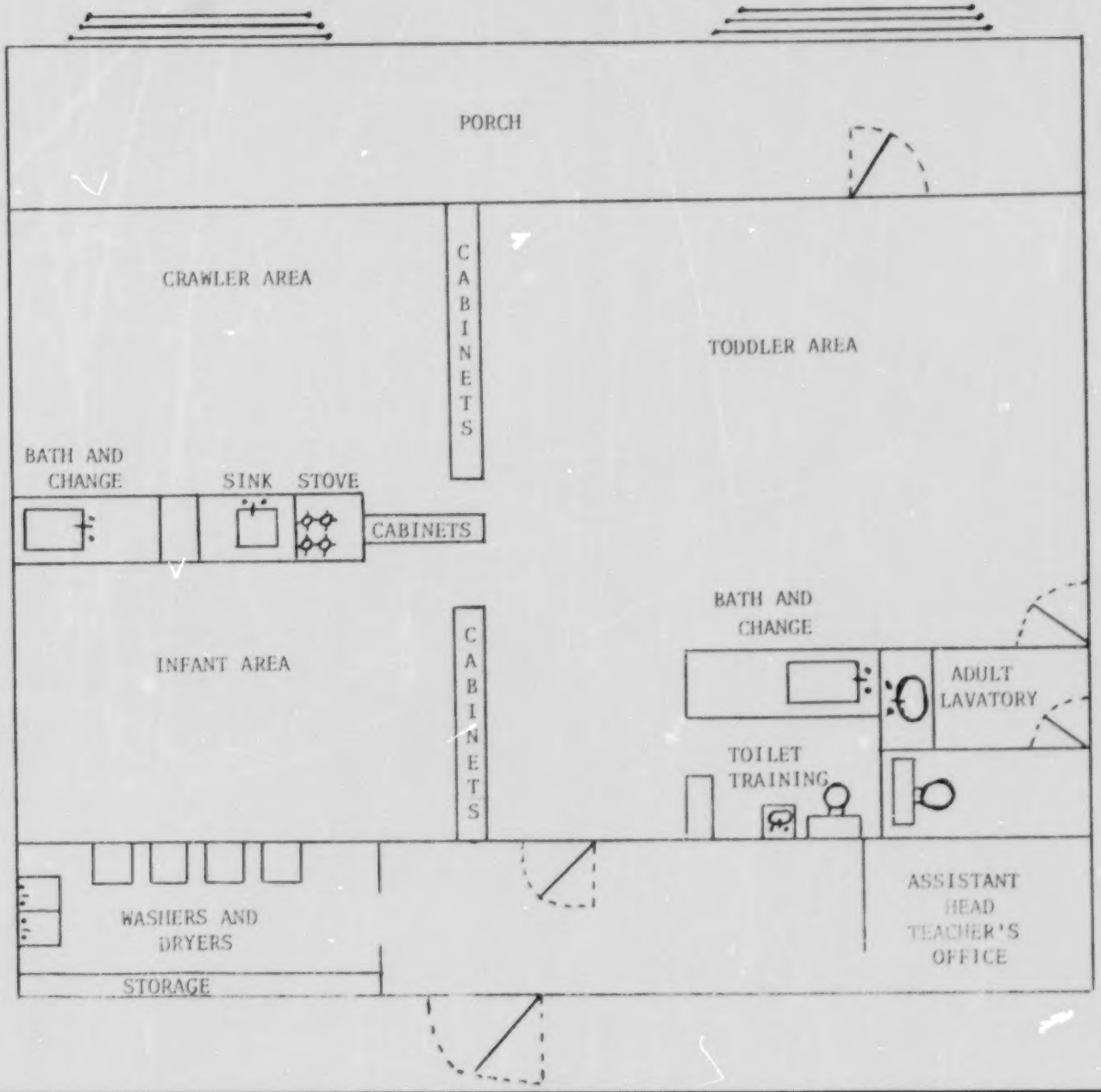
Two automatic clothes washers and two clothes dryers are located in the utility area along with wash tubs and storage space. The utility area also houses the office of the assistant head teacher.

Organization

The infant care center is divided into three main areas, infants, crawlers, and toddlers. The areas are separated by cabinets and gates so that the children must stay in their own area. The infant and crawler areas are each three-fourths carpeted with indoor-outdoor type carpeting and are separated by a bath and changing area, a sterilizer and sink, and a stove for heating formulas. The toddler area contains its own bath and changing station, children's toilet training area, and adult lavatory facilities. A diagram of the center in presented in Figure A-4.

FIGURE A-4

FLOOR PLAN OF DIXON CAMP
INFANT CARE CENTER
PLAY AREA



Furniture

The center subscribes to the idea that all furniture should be child-centered and that the adults should operate on the children's level.

With the exception of four rocking chairs, there is no adult furniture in the infant care center. The staff either sits on the small chairs or on the floor at the same level as the children. In both the infant and crawler sections, plastic infant cribs are placed on the floor, play pens are provided, and three automatic swings are used for amusement. The toddler section uses small plastic chairs and tables and mattresses are provided for nap periods. In all sections, the mattresses are plastic covered foam and have flannel mattress covers. The covers are washed and the mattresses are cleaned and disinfected every day, or more often if needed.

Toys

Mirrors are placed along the walls at the children's eye level and at the bath stations. They provide a great deal of amusement for the children. Mobiles are hung at various places in the room, particularly above the bath and changing areas, to attract the children's attention.

Toys are stored in cabinets that are on the children's level of reach. Pull toys, wooden blocks, and hard plastic toys are prevelant, but the observer noted that there is an almost complete lack of soft, cuddly dolls and animals and of brightly colored balls and other soft toys that are less prone to cause injury if they are thrown or fallen upon. In general, high interest toys and creative playthings for infants seem to be lacking.

Child Development Activities

One of strong arguments in favor of the infant care center is that it provides more than just a babysitting service.

During the day the staff of the center engages in many child development activities. The teacher and aides try to provide a great deal of physical attention to the children by holding them and by talking to them and with them. Special activities are planned in which the crawlers and toddlers must follow simple directions in Spanish and learn to share with each other. Songs, rhymes, finger plays, and other language development activities are carried on in small groups. Group games and indoor and outdoor activities are planned to develop motor skills.

Daily Schedule

The highlights of the schedule are presented here:

1. Children begin to arrive about 5:15 a.m. Parents must sign them in and they are then bedded down in cribs or on mats, covered with flannel blankets, and allowed to sleep for about one hour. Parents are questioned about the child's health and whether any medication is to be given to the child. A quick health screening is done.

2. The center maintains white undershirts and flannel jump suits for the children. Each child has a plastic storage bag with his name on it and after the morning bath the child's home clothing is put into the bag and he or she is dressed in the center's shirt and jump suit.

3. Many of the small infants are on special formulas. The center posts each small infant's name and the formula that the parents want the child to have. When the infant is fed, its own formula is used.

4. Meals are brought from the school complex cafeteria to the infant care center. The school meals are well balanced and are planned by the Manning Corporation. The corporation is under contract to plan the menus and deliver the amounts of food needed to prepare them. The school has its own cook and kitchen facilities.

   Infants and crawlers are fed individually while being held. Toddlers are fed while seated in groups of four or five at small round tables with an aide at each table to assist them.

5. Child development activities take place primarily in the morning when the children are fresh.

6. All children take naps after lunch. The infants and crawlers are bedded down in their cribs and the toddlers sleep on mats on the floor. All are covered with flannel blankets.

   During the nap period soft music is played and several of the aides sit on the floor among the children to calm them and to make sure that they remain quiet.

7. During the afternoon the children engage in supervised free play.

8. Parents must sign for the children when they are picked up. Health information is again exchanged between staff and parents.

9. The staff uses periods of lighter activity to do laundry, sanitize toys, sleeping mats and facilities, and attend to administrative details.

OBSERVATIONS AND RECOMMENDATIONS

The observer feels that it is important to provide personal observations and recommendations to aid in the understanding of the project.

1. I was impressed by the friendliness and openness of the children. They responded instantly to a smile, wink or wave and literally engulfed me with pleas for attention — to be held, to hold hands while walking, to sit on my lap, and in general to be physically close. The staff at the pre-school and particularly at the child care center makes a special effort to hold the children and to provide the physical attention they are seeking.

   I noticed in several cases that, while I was sitting in on some aspect of the activities, the children preferred to be with me than with the aides or teacher. While it may be that they were curious about a stranger, it is also possible that they were responding to a male figure. The use of some male aides in infant care programs might be worthwhile in providing a more rounded experience for the children.

2. The aides did an excellent job of working with the children and of providing love and affection. However, the aides are definitely in need of examples and supervision on how to teach infants and on certain aspects of child care. Because of the extended hours of the program, the amount of work to be done, and the lack of pre-service training for the aides, there is a need for more than one certified teacher in a program of this type.

3. The assistant head teacher is in reality the director of the infant care center, but has no reponsibility for selection of the staff. A number of problems in staff relations could be reduced or eliminated if the assistant head teacher was consulted about staff selection.

VOCATIONAL CHILD DEVELOPMENT PROGRAM
HAMILTON UNION HIGH SCHOOL
HAMILTON CITY, CALIFORNIA

Project Director : Dr. James Kershaw

Student Enrollment: Approximately 50

PL 89-750 Funds : None *

Teachers : 3

Aides : 2

* The Office of Migrant Education supplies a bilingual coordinator for the child development center, but nothing else.

NOTEWORTHY ASPECTS

The project at Hamilton City is a vocational child development program which combines pre-school and high school students, on a high school campus, so that each group benefits from association with the other. The project is considered noteworthy for the following reasons.

1. The project is a good example of program development which employs local resources, rather than external sources of money, to aid migrants and disadvantaged community members.

2. The project frees older children from the need to stay home from school to care for younger brothers and sisters. The absentee and dropout rates, particularly among girls, have been reduced by one-half.

3. High school students are provided practical instruction and experience in child development and care, and an entry-level, saleable, occupational skill upon graduation.

4. Pre-school students are provided child development and social activities which would not be available in their homes or from other sources.

5. The project is able to provide an extended day service through its high school students. High school students who are enrolled in the program, volunteer to receive a pre-school student at their home early in the morning and to take the pre-school student home with them after school until the parents can pick the child up.

INTRODUCTION

Hamilton City is located in the Sacramento Valley in northern California. Until recently, the large nut groves in the area were harvested

with migrant labor. Increased mechanization has greatly reduced the need for migrant labor and many migrant families have settled in the vicinity. Some of these families stay permanently in the area, while others use the area as a home base.

The Superintendent of Hamilton Union High School, who directs the special program, indicates that there are about one thousand people in the Hamilton City area and that about fifty percent of the resident families are Mexican Nationals or Mexican-Americans, many of whom are migrants or ex-migrants.

In 1970, a needs assessment survey was conducted by the school board, which revealed that school facilities were inadequate and that community and student enthusiasm about the high school was low. The assessment also revealed the following:

1. The school absentee and dropout rates were very high, particularly among the non-Anglo and migrant students. The school curriculum was not motivating potential dropouts to stay in school.

2. Very few students who graduated were going on to college and the high school was not providing the students with any entry-level, saleable, occupational skills that could be used after graduation.

3. Among the non-Anglo and migrant populations, older children, especially older girls, often stayed home to care for younger children while the parents worked. As a result, these older students were falling behind in their studies.

4. Many non-Anglo or migrant children were substantially behind their Anglo classmates, particularly in language and pre-reading skills, at the time they began kindergarten. They often could not catch up and were doomed to failure and dropping out.

As a result of the survey, an advisory organization of local businessmen was formed and the high school staff, students and their parents, and the community in general participated in a definition of goals and a curriculum revision for the Hamilton Union High School.

The school became "student and community oriented." Student participation in the administration and maintenance of the school was encouraged in all areas acceptable under state and local government codes. Students were employed for school maintenance whenever possible. Through their vocational education classes, the students remodeled many of the school facilities.

The school staff addressed itself to developing classes which would provide entry-level, occupational skills in fields of interest to the students and also satisfy the entrance requirements of colleges and universities.

The community was encouraged to become involved in the school and to make the school a center of activity. Adult night classes were developed for those who wished to improve their skills in child development, English, or vocational areas, or to study for citizenship requirements.

The Vocational Child Development Program was instituted as a part of the overall reorientation of curriculum.

PROGRAM DESCRIPTION

The Vocational Child Development Program was established in 1971 to provide two major services:

1. It provides study and on-the-job training for high school students who are enrolled in the program.

2. It provides pre-school services for children from three to five years of age.

The program has four major goals:

1. To establish and maintain an on-going program of training for high school students as child development and teacher aides, that would provide them with a saleable, entry-level, occupational skill or encourage further training and study after graduation.

2. To provide a bilingual, bicultural environment on the high school campus where pre-school children would take part in child development activities and be introduced to reading and language-learning activities in English and Spanish.

3. To provide the opportunity for students, who would otherwise be required to stay home and care for younger siblings, to attend school on a regular basis.

4. To encourage parental interest and participation in the school by offering child development, English, vocational, and citizenship courses for adults and by opening the child development center during the evening to care for children while the parents study.

Facilities

The Child Development Center consists of two classrooms in the high school building and a fenced play yard.

Most of the facilities and materials used by the center were built by the students or donated by the community. Through their vocational education classes, the students fenced the play yard and built all of the outdoor play equipment, remodeled the classrooms to meet pre-school needs, installed special, small lavatory facilities, made small furniture for the classrooms, made puzzles, games, toys and other equipment that is usually purchased.

The community donated games, toys, books, blankets for naps and many other items.

The center lacks the expensive appearance of pre-school centers at many projects, but the ingenuity, dedication, and pride of the students and community is reflected by the facilities and materials which are carefully designed and well-made.

High School Component

The program is currently set up on a two-year basis and is open to all high school students from all school districts in Glenn County. It is supervised by the home economics teacher at Hamilton Union High School.

About one-third of the total high school enrollment of 150 students is enrolled in the program. In 1972, seven of the fifty-four students in the program were boys.

During the first year of enrollment in the program, the students are involved primarily in classroom study involving a text book and additional references, guest speakers, home and class projects, films, and class discussions. The students also observe and critique activities in the child development center. One period each day is spent in the classroom and one period is spent observing in the center.

During the second year of enrollment in the program, the students participate in advanced classroom studies of child development for one period each day and actually work as teacher-aides in the child development center for one period.

During both years, the periods that the students spend at the center are staggered, so that several students will be present during each period.

At the end of the course, the students receive a certificate showing how many hours of instruction they have received in child development and how many hours of actual work experience as teacher-aides they have completed at the child development center.

Pre-School Component

The pre-school, child development center at Hamilton High School is coordinated and staffed through the home economics department at the high school. The center is staffed by two teachers, both of whom speak Spanish, (one is a speech therapist), one full-time teacher-aide supplied by the Public Employment Program, and one bilingual coordinator supplied by the Migrant Education Program.

The operating schedule is the same days and hours that the high school functions. During the first year that the program functioned, the Office of Migrant Education provided funds for a summer program at the center. The funds were discontinued this year and there was no summer program. The center also opens when adult night classes are taught.

The children follow a schedule which includes the development of language skills, motor skills, environmental exposure and social interaction. The schedule also includes two snacks, lunch, and a nap.

Thirty-two children are enrolled at the center. Approximately one-third of them are migrants. The services of the center are free, but parents are asked to pay for their child's lunch, if they can afford to. If the parents cannot affort to pay for the child's lunch, the project will.

Adult Component

The parents of children enrolled at the center are encouraged to visit at any time and to observe the classes. The director has an advisory committee for the child development center which meets once a month. The committee is composed of parents of children at the center, interested community members and school staff. The director states that about seventy-five percent of the members attend the meetings.

The school provides adult night classes and the child development center opens on these nights to care for the children of parents who are enrolled in the classes. Various high school aides volunteer to assist one teacher in staffing the center on these nights.

RESULTS

The project director feels that a number of changes at the school can be attributed to the Vocational Child Development Program:

1. In the twelve months immediately preceding the institution of the program, the average rate of absence among the students at Hamilton High School was 12.5% per month. In the twenty-eight months immediately following the institution of the program the average rate of absence decreased to 6% per month.

2. The dropout rate among students at the high school decreased from 10% in 1969-70 to 5.5% in 1972-73. The decrease in dropouts was most noticeable among the girls.

The following noteworthy activities were observed among projects which were visited:

1. At Lyndonville, New York, the migrant education project has made noteworthy use of local resources to purchase and equip a mobile learning laboratory for use in adult education in the migrant camps.

   A school bus, which was to be phased out of operation, was leased from the Lyndonville School Board for one dollar a year. Three New York education departments, the Adult Basic Education Bureau, the Migrant Bureau and the Division of Occupational Education, allotted sums of money for remodeling and staffing the bus.

   The bus was completely remodeled by the carpentry and electrical classes at the Niagara — Orleans BOCES. The unit contains its own power generator and is completely self-contained. The cost of a commercially built unit would be approximately $40,000. The Lyndonville unit was remodeled and equipped for under $1,000.

   A team-teaching couple staffs the unit. Adult reading and mathematics, consumer education, sewing, cooking, and home repairs are subjects which are offered by the mobile learning laboratory.

2. The migrant education project at Pine Island, New York has developed a noteworthy means of providing extended services for migrant children and is participating in a noteworthy example of interstate cooperation.

   The project maintains two complete staffs of classroom teachers and aides. One group works from 6 a.m. to 2:30 p.m. The other works from 8 a.m. to 4:30 p.m. This method of staffing provides extended - day services for the students and provides two teachers and two aides for each classroom during the hours in which most instruction takes place.

3. The director stated that several of his students, who were not interested in teaching careers, have become interested because of the program. He also related instances of other students who were previously interested in teaching, who discovered that they did not do well in working with children.

4. The director reported that he had received inquiries from child day care centers about the possibility of hiring students who were graduating from the program.

5. The observer noted that the high school students, who were in their second year of the program, were very much at ease with the children and that they had progressed markedly in skill development when compared with those students who were in their first year.

6. The director stated that some students and teachers at the high school are dissatisfied with the present arrangement because the pre-school students make noise in the halls and are often underfoot. The director felt that this dissatisfaction would be eliminated when the pre-schoolers are moved into a separate, portable building which the school intends to rent and place on the campus.

Because the school must close for maintenance before the regular school term begins, the project is providing a two-week day camp for the migrant students. The activities include an over-night camp out.

The project at Pine Island was host to the New Jersey Small Engine/Marine Engine maintenance Mobile Unit. The New Jersey Recruiters had discovered a significant migrant population in northern New Jersey which had not been identified before. The New Jersey Office of Migrant Education was unable to institute a program in the area, but arranged for the children to be bussed to Pine Island in return for the loan of the mobile unit. The unit was used for regular project classes and for adult night classes.

3. At Reese, Michigan, the staff of the migrant education program writes and produces a noteworthy project newsletter titled "Bananas". The newsletter is based on the belief that advances in the field of migrant education are taking place in each migrant education project, but that a state-wide system of communications is needed to facilitate an interchange of ideas.

   The newsletter, which is informally structured and illustrated with cartoons, provides tips on teaching, new creative ideas, classroom strategies, and information about problems pertinent to migrant education. "Bananas" is sent to the staffs of migrant education programs in Michigan, and their ideas and materials are solicited for use in the newsletter.

4. At Greeley, Colorado, the migrant education project cooperates with the County Youth Employment Program to provide a summer work-study program for eight migrant students.

   Five young men and three young women, from fourteen to eighteen years of age, are enrolled in the program. The young men are employed by the school district for building maintenance and by the county for road maintenance. The young women are employed by the County Health Department as homemakers' aides. They work twenty-six hours per week for nine weeks at an hourly wage of $1.60.

The program provides transportation to and from the places of employment and a noon meal. The students work in the morning and attend classes on career education and occupational guidance in the afternoon.

5. The state of North Carolina has developed a noteworthy advisory committee on migrant problems. The State Advisory Committee on Services to Migrants is composed of representatives from agencies involved in providing services to migrant workers and their families. The primary purposes of this committee are to provide an exchange of information among agencies regarding trends and services available to migrants and to provide assistance to local communities in their efforts to establish advisory committees and/or strengthen existing committees. Meetings are held bi-monthly. This committee has been in operation approximately three and one-half years.

   The State Advisory Committee publishes a manual yearly entitled Serving Migrant Families which describes the services provided to migratory agricultural workers and their families through governmental and non-governmental agencies.

   The following North Carolina agencies are members of the committee:

   Department of Public Instruction — Migrant Programs Section
   Employment Security Commission — Rural Manpower Service
   North Carolina Department of Social Services
   State Economic Opportunity Office
   North Carolina Department of Agriculture
   North Carolina State Board of Health
   Agricultural Extension Service
   North Carolina Community Action Association
   Department of Community Colleges
   High School Equivalency Program Preparatory of North Carolina
   Choanoke Area Development Association
   North Carolina Department of Mental Health
   Migrant and Seasonal Farm Workers Association
   North Carolina Department of Social Services
   Farmers Home Administration
   Vocational Rehabilitation
   North Carolina Department of Labor
   North Carolina Human Relations Commission

APPENDIX B

SUPPLEMENTARY DATA AND CALCULATIONS FOR THE
RECOMMENDED ESTIMATION METHOD, VOLUME I

This appendix includes data derived from USOE Form 4389, Item 21, entitled Program Statistical Estimate. This Item provides the necessary data for the basis of an equitable and simple allocation method as described in Volume I, Recommendations. Appendix Tables B-1 through B-10 show the calculation of student-days for the states in the sample. The number of students in each category is multiplied by the average length of program that serves them to determine the number of student-days by category. This results in four numbers, one each for the following categories:

1. Intrastate students in regular school programs
2. Interstate students in regular school programs

3. Intrastate students in summer school programs
4. Interstate students in summer school programs

These four resultant numbers are added together to form a state total number of student-days. Then this total is divided by 180 days (the approximate amount of time a full-time student spends in school) to determine the Full-Time Equivalent (FTE) number of students served by the state. Appendix Table B-11 collects the student-day information by category for all ten states. Appendix Table B-12 summarizes the information for comparative purposes in terms of the East and West Streams and the Base and Receiving States.

TABLE B-1

CALIFORNIA

21. PROGRAM STATISTICAL ESTIMATE	NUMBER OF CHILDREN SERVED LAST YEAR	NUMBER OF CHILDREN TO BE SERVED THIS YEAR
A. REGULAR SCHOOL TERMS		
1. INTRASTATE	34,456	34,051
AVERAGE NUMBER OF SCHOOL DAYS SERVED	180	180
2. INTERSTATE	2,593	2,498
AVERAGE NUMBER OF SCHOOL DAYS SERVED	180	180
B. SUMMER SCHOOL TERMS		
1. INTRASTATE	11,731	12,200
AVERAGE NUMBER OF SCHOOL DAYS SERVED	25	30
2. INTERSTATE	822	854
AVERAGE NUMBER OF SCHOOL DAYS SERVED	25	30

SOURCE: Item 21 USOE Form 4389, 7/70

CALCULATION OF STUDENT-DAYS

	Students	Days	Student-Days (Approx.)
A. Regular School Terms			
1. Intrastate	34,051	180	6,120,000
2. Interstate	2,498	180	450,000
B. Summer School Terms			
1. Intrastate	12,200	30	366,000
2. Interstate	854	30	2,560
Total Student-Days			6,938,560
Fulltime Equivalent Number of Migrant Students			38,547

TABLE B-2

COLORADO

21. PROGRAM STATISTICAL ESTIMATE	NUMBER OF CHILDREN SERVED LAST YEAR	NUMBER OF CHILDREN TO BE SERVED THIS YEAR
A. REGULAR SCHOOL TERMS		
1. INTRASTATE	1,866 (918 5-yr)	2,000 (300 5-yr)
AVERAGE NUMBER OF SCHOOL DAYS SERVED	180	180
2. INTERSTATE	2,070	2,000
AVERAGE NUMBER OF SCHOOL DAYS SERVED		
B. SUMMER SCHOOL TERMS		
1. INTRASTATE	725 (451 5-yr)	800 (200 5-yr)
AVERAGE NUMBER OF SCHOOL DAYS SERVED		
2. INTERSTATE	2,046	2,700
AVERAGE NUMBER OF SCHOOL DAYS SERVED	43	45

SOURCE: Item 21 USOE Form 4389, 7/70

CALCULATION OF STUDENT-DAYS

	Students	Days	Student-Days (Approx.)
A. Regular School Terms			
1. Intrastate	2,000	180	360,000
2. Interstate	2,000	180	360,000
B. Summer School Terms			
1. Intrastate	800	45	36,000
2. Interstate	2,700	45	126,000
Total Student-Days			882,000
Fulltime Equivalent Number of Migrant Students			4,900

TABLE B-3

FLORIDA

21. PROGRAM STATISTICAL ESTIMATE	NUMBER OF CHILDREN SERVED LAST YEAR	NUMBER OF CHILDREN TO BE SERVED THIS YEAR
A. REGULAR SCHOOL TERMS		
1. INTRASTATE	22,425	22,000
AVERAGE NUMBER OF SCHOOL DAYS SERVED	180	180
2. INTERSTATE	12,146	12,087
AVERAGE NUMBER OF SCHOOL DAYS SERVED	180	180
B. SUMMER SCHOOL TERMS		
1. INTRASTATE	1,200	0
AVERAGE NUMBER OF SCHOOL DAYS SERVED	20	20
2. INTERSTATE	200	0
AVERAGE NUMBER OF SCHOOL DAYS SERVED	20	0

SOURCE: Item 21 USOE Form 4389, 7/70

CALCULATION OF STUDENT-DAYS

	Students	Days	Student-Days (Approx.)
A. Regular School Terms			
1. Intrastate	22,000	180	3,960,000
2. Interstate	12,087	180	3,175,000
B. Summer School Terms			
1. Intrastate	0		
2. Interstate	0		
Total Student-Days			6,135,000
Fulltime Equivalent Number of Migrant Students			34,087

TABLE B-4

MICHIGAN

21. PROGRAM STATISTICAL ESTIMATE	NUMBER OF CHILDREN SERVED LAST YEAR	NUMBER OF CHILDREN TO BE SERVED THIS YEAR
A. REGULAR SCHOOL TERMS		
1. INTRASTATE	600-700	600-700
AVERAGE NUMBER OF SCHOOL DAYS SERVED	180	180
2. INTERSTATE	1300-1500	1300-1500
AVERAGE NUMBER OF SCHOOL DAYS SERVED	120	120
B. SUMMER SCHOOL TERMS		
1. INTRASTATE	2,000	2,000
AVERAGE NUMBER OF SCHOOL DAYS SERVED	35	35
2. INTERSTATE	11,000	11,000-12,000
AVERAGE NUMBER OF SCHOOL DAYS SERVED	35	35

SOURCE: Item 21 USOE Form 4389, 7/70

CALCULATION OF STUDENT-DAYS

	Students	Days	Student-Days (Approx.)
A. Regular School Term			
1. Intrastate	650	180	117,000
2. Interstate	1,400	120	168,000
B. Summer School Term			
1. Intrastate	2,000	35	70,000
2. Interstate	11,500	35	402,500
Total Student-Days			757,500
Fulltime Equivalent Number of Migrant Students			4,208

TABLE B-5

NEW JERSEY

21. PROGRAM STATISTICAL ESTIMATE	NUMBER OF CHILDREN SERVED LAST YEAR	NUMBER OF CHILDREN TO BE SERVED THIS YEAR
A. REGULAR SCHOOL TERMS	2,500	2,500
1. INTRASTATE	2,000	2,500
AVERAGE NUMBER OF SCHOOL DAYS SERVED	200	200
2. INTERSTATE	1,000	1,500
AVERAGE NUMBER OF SCHOOL DAYS SERVED	200	200
B. SUMMER SCHOOL TERMS		
1. INTRASTATE	3,000	3,500
AVERAGE NUMBER OF SCHOOL DAYS SERVED	35	35
2. INTERSTATE	1,000	1,500
AVERAGE NUMBER OF SCHOOL DAYS SERVED	35	35

SOURCE: Item 21 USOE Form 4389, 7/70

CALCULATION OF STUDENT-DAYS

	Students	Days	Student-Days (Approx.)
A. Regular School Terms			
1. Intrastate	2,500	200	500,000
2. Interstate	1,500	200	300,000
B. Summer School Terms			
1. Intrastate	3,500	35	122,500
2. Interstate	1,500	35	52,500
Total Student-Days			975,000
Fulltime Equivalent Number of Migrant Students			5,416

TABLE B-6

NEW YORK

21. PROGRAM STATISTICAL ESTIMATE	NUMBER OF CHILDREN SERVED LAST YEAR	NUMBER OF CHILDREN TO BE SERVED THIS YEAR
A. REGULAR SCHOOL TERMS		
1. INTRASTATE	500	400
AVERAGE NUMBER OF SCHOOL DAYS SERVED	60	60
2. INTERSTATE	4,100	3,700
AVERAGE NUMBER OF SCHOOL DAYS SERVED	60	60
B. SUMMER SCHOOL TERMS		
1. INTRASTATE	450	400
AVERAGE NUMBER OF SCHOOL DAYS SERVED	30	30
2. INTERSTATE	4,000	3,800
AVERAGE NUMBER OF SCHOOL DAYS SERVED	32	32

SOURCE: Item 21 USOE Form 4389, 7/70

CALCULATION OF STUDENT-DAYS

	Students	Days	Student-Days (Approx.)
A. Regular School Terms			
1. Intrastate	400	60	24,000
2. Interstate	3,700	60	222,000
B. Summer School Terms			
1. Intrastate	400	30	12,000
2. Interstate	3,800	32	121,600
Total Student-Days			379,600
Fulltime Equivalent Number of Migrant Students			2,108

TABLE B-7

NORTH CAROLINA

21. PROGRAM STATISTICAL ESTIMATE	NUMBER OF CHILDREN SERVED LAST YEAR	NUMBER OF CHILDREN TO BE SERVED THIS YEAR
A. REGULAR SCHOOL TERMS		
1. INTRASTATE	2,000 (500 5-yr)	2,000 (700 5-yr)
AVERAGE NUMBER OF SCHOOL DAYS SERVED	180	180
2. INTERSTATE	500	600
AVERAGE NUMBER OF SCHOOL DAYS SERVED	180	180
B. SUMMER SCHOOL TERMS		
1. INTRASTATE	1,650 (700 5-yr)	1,700 (800 5-yr)
AVERAGE NUMBER OF SCHOOL DAYS SERVED	35	35
2. INTERSTATE	1,450	1,500
AVERAGE NUMBER OF SCHOOL DAYS SERVED	35	35

SOURCE: Item 21 USOE Form 4389, 7/70

CALCULATION OF STUDENT-DAYS

	Students	Days	Student-Days (Approx.)
A. Regular School Terms			
1. Intrastate	2,000	180	360,000
2. Interstate	600	180	108,000
3. 5-Year	700	180	126,000
B. Summer School Terms			
1. Intrastate	1,700	35	59,500
2. Interstate	1,500	35	52,500
3. 5-Year	800	35	28,000
Total Student-Days			734,000
Fulltime Equivalent Number of Migrant Students			4,077

TABLE B-8

OHIO

21. PROGRAM STATISTICAL ESTIMATE	NUMBER OF CHILDREN SERVED LAST YEAR	NUMBER OF CHILDREN TO BE SERVED THIS YEAR
A. REGULAR SCHOOL TERMS		
1. INTRASTATE	50	50
AVERAGE NUMBER OF SCHOOL DAYS SERVED	32	
2. INTERSTATE	4,200	4,500
AVERAGE NUMBER OF SCHOOL DAYS SERVED	24	25
B. SUMMER SCHOOL TERMS		
1. INTRASTATE	50	50
AVERAGE NUMBER OF SCHOOL DAYS SERVED	38	
2. INTERSTATE	2,200	2,200
AVERAGE NUMBER OF SCHOOL DAYS SERVED	38	

SOURCE: Item 21 USOE Form 4389, 7/70

CALCULATION OF STUDENT-DAYS

	Students	Days	Student-Days (Approx.)
A. Regular School Terms			
1. Intrastate	50	32	1,600
2. Interstate	4,500	25	112,500
B. Summer School Terms			
1. Intrastate	50	38	1,900
2. Interstate	2,200	38	83,500
Total Student-Days			199,500
Fulltime Equivalent Number of Migrant Students			1,108

TABLE B-9

TEXAS

21. PROGRAM STATISTICAL ESTIMATE	NUMBER OF CHILDREN SERVED LAST YEAR	NUMBER OF CHILDREN TO BE SERVED THIS YEAR
A. REGULAR SCHOOL TERMS		
1. INTRASTATE	3,000	3,000
AVERAGE NUMBER OF SCHOOL DAYS SERVED	120	120
2. INTERSTATE	50,000	60,000
AVERAGE NUMBER OF SCHOOL DAYS SERVED	120	120
B. SUMMER SCHOOL TERMS		
1. INTRASTATE		
AVERAGE NUMBER OF SCHOOL DAYS SERVED		
2. INTERSTATE	4,000	5,000
AVERAGE NUMBER OF SCHOOL DAYS SERVED	40	40

SOURCE: Item 21 USOE Form 4389, 7/70

CALCULATION OF STUDENT-DAYS

	Students	Days	Student-Days (Approx.)
A. Regular School Terms			
1. Intrastate	3,000	120	360,000
2. Interstate	60,000	120	7,200,000
B. Summer School Terms			
1. Intrastate	0	0	0
2. Interstate	5,000	40	200,000
Total Student-Days			7,760,000
Fulltime Equivalent Number of Migrant Students			43,111

TABLE B-10

WASHINGTON

21. PROGRAM STATISTICAL ESTIMATE	NUMBER OF CHILDREN SERVED LAST YEAR	NUMBER OF CHILDREN TO BE SERVED THIS YEAR
A. REGULAR SCHOOL TERMS		
1. INTRASTATE	7,893	755
AVERAGE NUMBER OF SCHOOL DAYS SERVED	150	150
2. INTERSTATE	414	6,790
AVERAGE NUMBER OF SCHOOL DAYS SERVED	60	150
B. SUMMER SCHOOL TERMS		
1. INTRASTATE	1,040	165
AVERAGE NUMBER OF SCHOOL DAYS SERVED	27	27
2. INTERSTATE	740	1,480
AVERAGE NUMBER OF SCHOOL DAYS SERVED	27	27

SOURCE: Item 21 USOE Form 4389, 7/70

CALCULATION OF STUDENT-DAYS

	Students	Days	Student Days (Approx.)
A. Regular School Terms			
1. Intrastate	755	150	113,000
2. Interstate	6,790	150	1,180,000
B. Summer School Terms			
1. Intrastate	165	27	4,450
2. Interstate	1,480	27	4,000
Total Student-Days			1,301,450
Fulltime Equivalent Number of Migrant Students			7,230

TABLE B-11

STUDENT-DAYS, BY VARIOUS CHARACTERISTICS

	REGULAR SCHOOL TERM		SUMMER SCHOOL TERM		STATE TOTAL
	INTRASTATE	INTERSTATE	INTRASTATE	INTERSTATE	
CA	6,120,000	450,000	366,000	2,560	6,938,560
CO	360,000	360,000	36,000	126,000	882,000
FL	3,960,000	2,175,000	0	0	6,135,000
MI	117,000	168,000	70,000	402,500	757,500
NJ	500,000	300,000	122,500	52,500	975,000
NY	24,000	222,000	12,000	121,600	379,600
NC	486,000	108,000	87,500	52,500	734,000
OH	1,600	112,500	1,900	83,500	199,500
TX	360,000	7,200,000	0	200,000	7,760,000
WA	113,000	1,180,000	4,450	4,000	1,301,450
				GRAND TOTAL	26,062,610

SOURCE: Item 21, OE Form 4389, Program Statistical Estimate State Applications for Program Grants, FY 1973.

TABLE B-12

STUDENT-DAYS, BY VARIOUS CHARACTERISTICS

SUMMARY TABLE

	REGULAR SCHOOL TERM		SUMMER SCHOOL TERM		
	INTRASTATE	INTERSTATE	INTRASTATE	INTERSTATE	TOTAL
EASTERN	4,970,000	2,805,000	222,000	226,600	
STREAM	7,775,000		448,600		8,223,600
WESTERN	7,071,600	9,470,500	478,350	818,560	
STREAM	16,542,100		1,296,910		17,839,010
TOTAL	24,317,100		1,745,510		26,062,610

	REGULAR SCHOOL TERM		SUMMER SCHOOL TERM		
	INTRASTATE	INTERSTATE	INTRASTATE	INTERSTATE	TOTAL
BASE	10,440,000	9,825,000	366,000	202,560	
STATES	20,265,000		568,560		20,833,560
RECEIVING	1,601,600	2,450,500	334,350	342,600	
STATES	4,052,100		1,176,950		5,229,050
TOTAL	24,317,100		1,745,510		26,062,610

SOURCE: Item 21, OE Form 4389 Program Statistical Estimate, State Applications for Program Grants, FY 1973.

APPENDIX C

SUPPLEMENTARY INFORMATION
FOR CHAPTER II, VOLUME II

TEXAS TESTING RESULTS

Figures C-1 through C-4 were constructed from test results reported in the Testing Program Section of the 1971-72 Annual Report of the Texas Child Migrant Program.

The Projected Norms Group which is indicated on each graph was imposed by the contractor and serves only to indicate one year of academic gain for one year of school.

The following method was used by Texas to assemble the information from which the graphs were constructed.

> All the usable test data received from any school district participating in the migrant program were examined and analyzed for the report. Several different standardized achievement instruments were used by the various reporting districts. Only students who were pre- and post-tested were reported; therefore, many students were left out because there was information on only one test. The data were divided according to scores available from the seven-month migrant program and the regular migrant program.
>
> The data were combined according to the type of instructional area tested by a standardized achievement subtest and according to grade level. The Reading Composite subtest reflects language skills with emphasis on grammar and sentence construction. The Mathematics subtest reflects concepts and computational skills.

FIGURE C-1

READING TEST SCORES

REGULAR PROGRAM

(TEXAS)

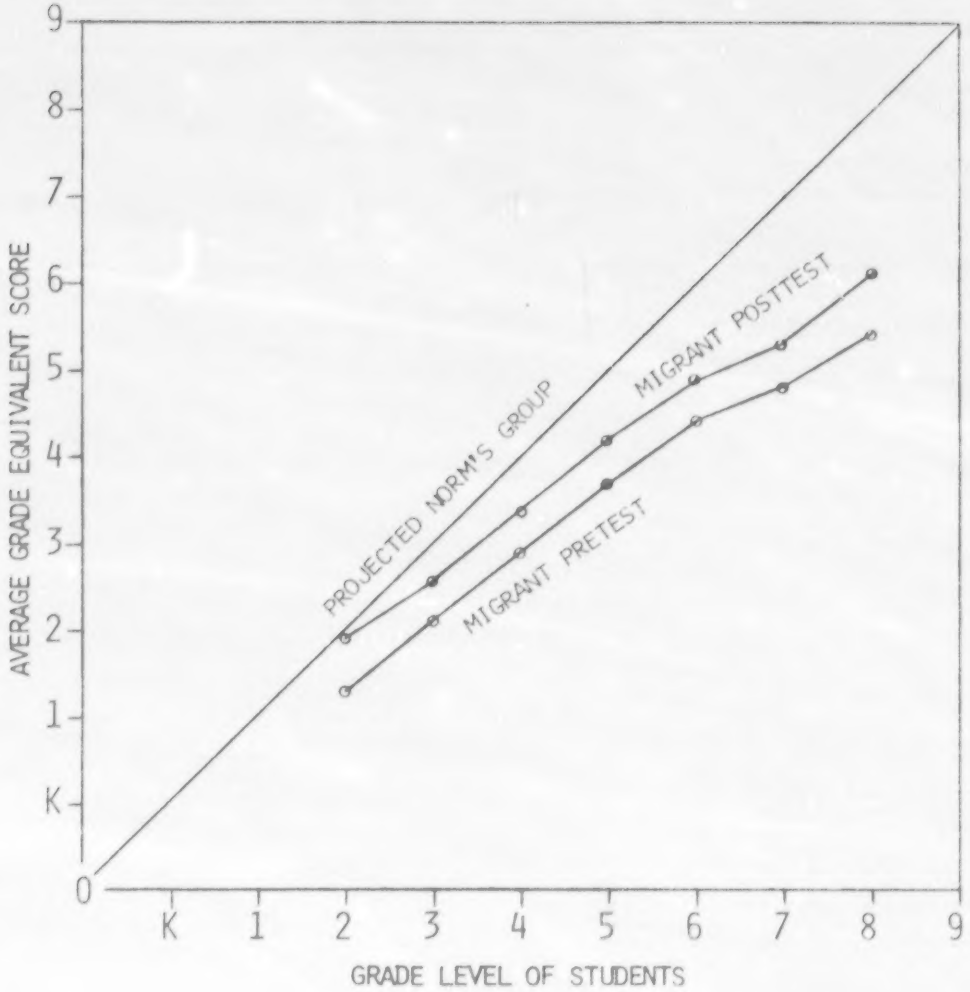


FIGURE C-2

READING TEST SCORES

7 MONTH PROGRAM

(TEXAS)

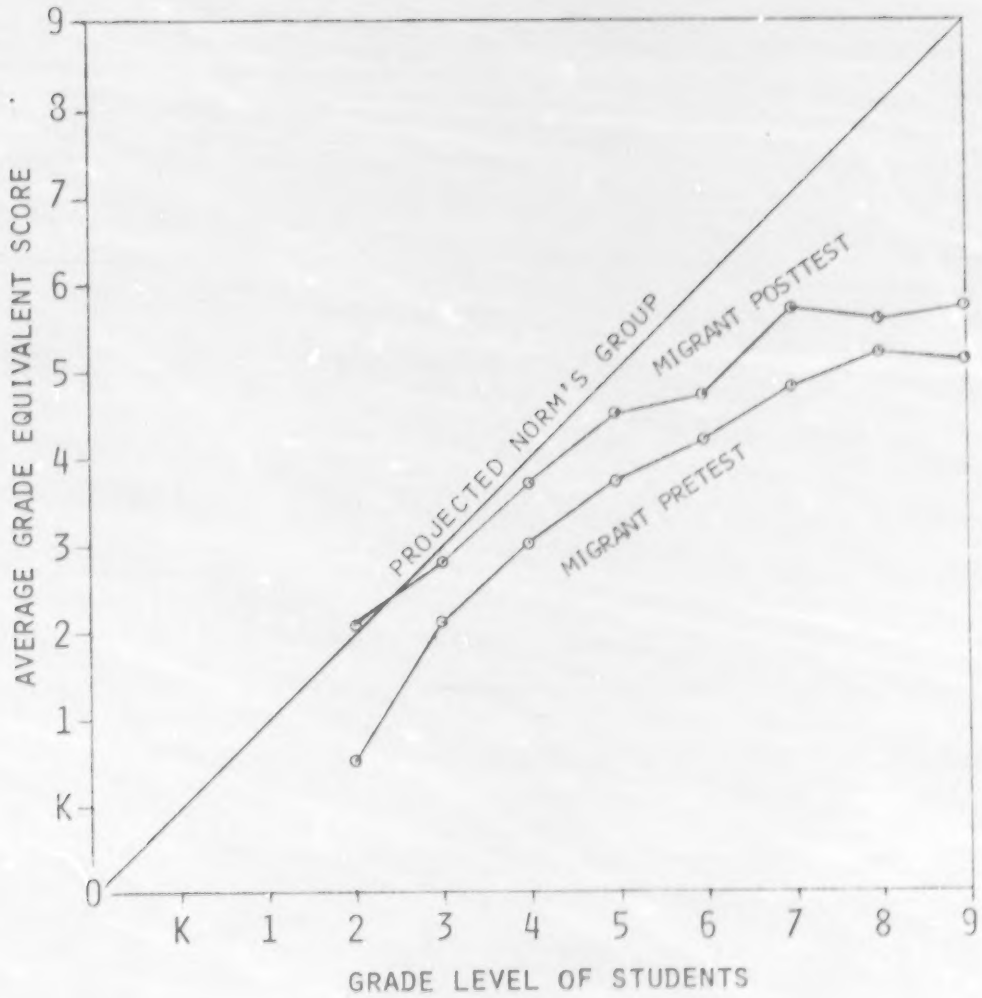


FIGURE C-3
ARITHMETIC TEST SCORES
REGULAR PROGRAM
(TEXAS)

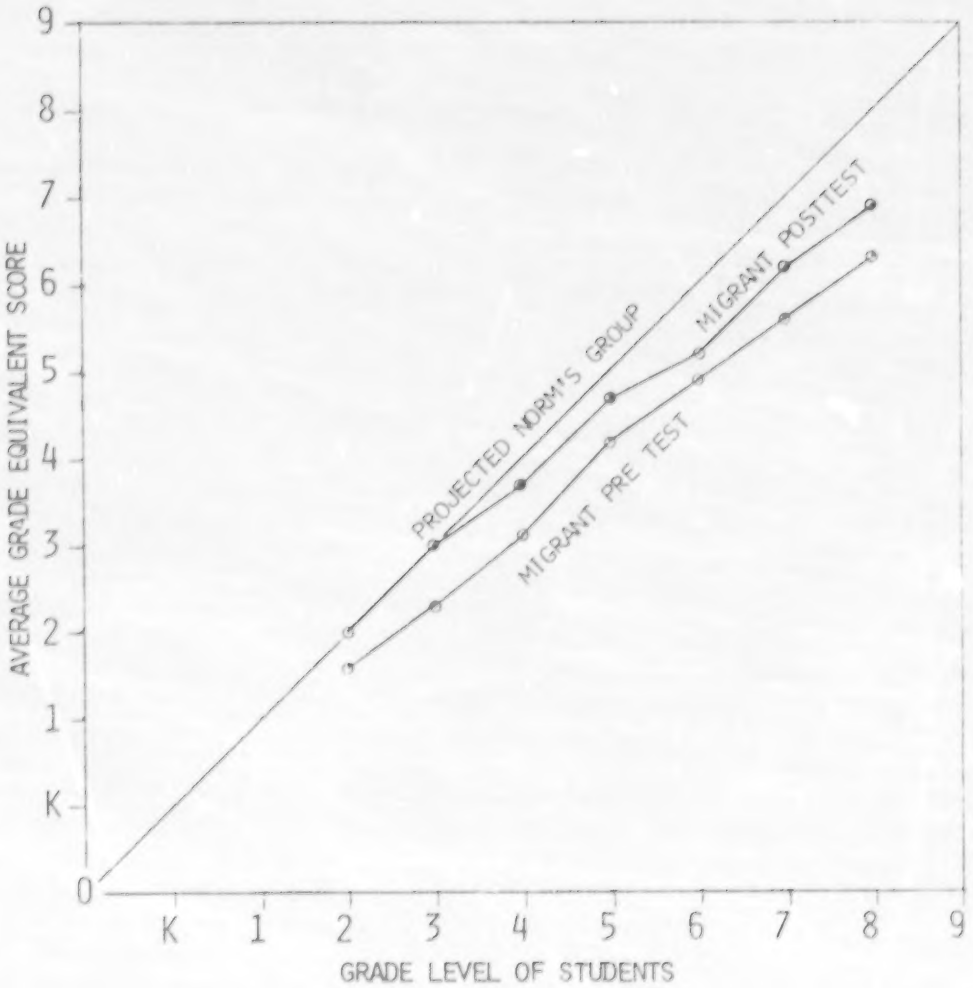


FIGURE C-4
ARITHMETIC TEST SCORES
7 MONTH PROGRAM
(TEXAS)

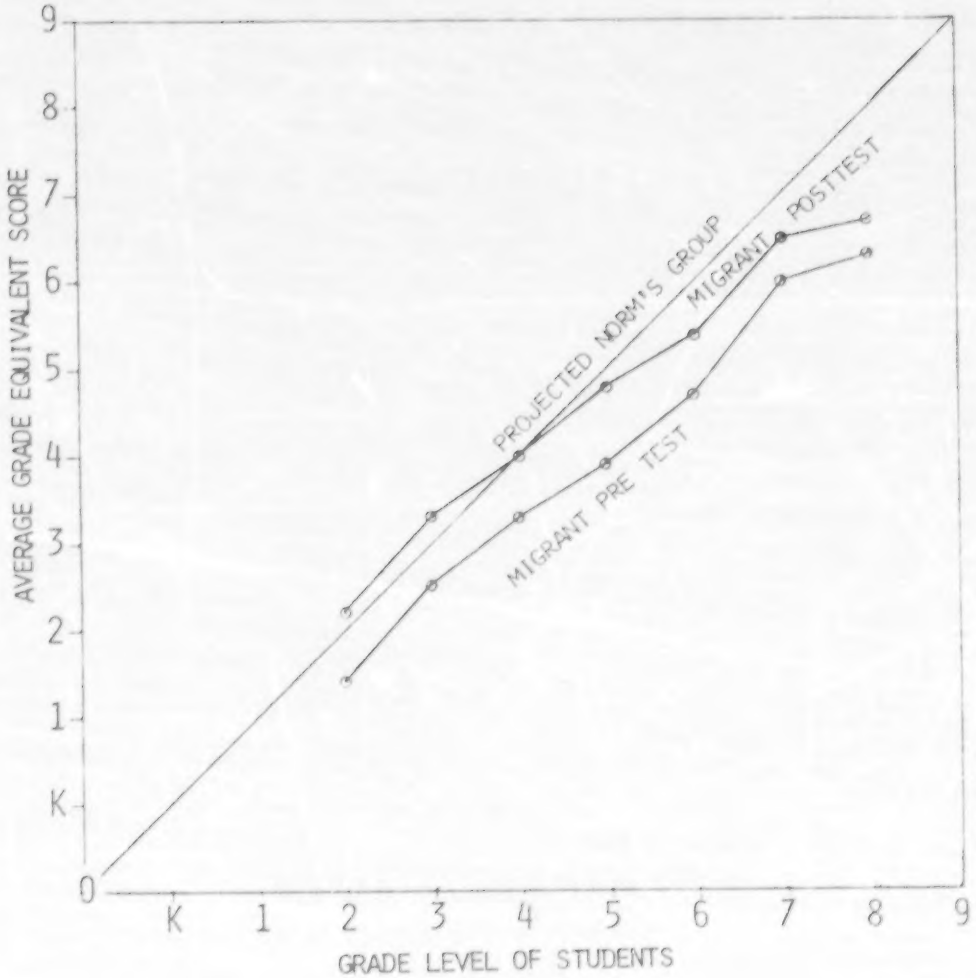


TABLE C-1

AVERAGE NUMBER OF MIGRANT STUDENTS RETURNING FOR CONSECUTIVE SESSIONS IN DISTRICT SCHOOLS

	BASE	RECEIVING
2 CONSECUTIVE SESSIONS	999	124
3 CONSECUTIVE SESSIONS	811	63
4 OR MORE CONSECUTIVE SESSIONS	881	45
APPROXIMATE SAMPLE SIZE	18	16

SAMPLE SIZE INDICATES PROJECT DIRECTORS RESPONDING